

## Information Item

### *California Postsecondary Education Commission*

Executive Director's Report, December 2001

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Executive Director Warren Fox will discuss issues of mutual concern to the commissioners. This includes a synopsis of the Commission's November 2 – 3, 2001 San Diego retreat. That meeting was to set the future priorities of the Commission, discuss the overall effectiveness of the Commission as the State's planning and coordinating agency for higher education, its roles and responsibilities, and the major issues facing California higher education. This report lists and describes the four thematic areas the Commission members agreed would serve to help guide the Commission's future work.

In addition, this report includes, as appendices, the contents of two presentations that were shared with the Commission in order to provide some context in which the Commission operates. The first presentation was prepared by the Commission's consultants at the National Center for Higher Education Management Systems (NCHEMS) and the second was prepared by Commission staff and presented by its Executive Director.

This report also includes information about the agreement reached between the University of California and the California State University related to the Joint Doctor of Education (ED.D.) degree as well as information about the California Community Colleges and, more specifically, the Los Angeles Community College District.

*Presenter:* Warren H. Fox, Executive Director.



# Report of the Executive Director

## December, 2001

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### **Introduction**

This Executive Director's Report provides information on three topics. First is a synopsis of the discussion that took place at the Commission's retreat in November in San Diego. Second, this report provides information on the agreement reached between the California State University (CSU) and the University of California (UC) on the production of joint Education doctorates (Ed.D). The report also provides information on the California Community Colleges – a major focus of the Commission's December meeting and, specifically on the Los Angeles Community College District where the Commission will be holding its December meeting.

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### **Establishing a Public Agenda in the 21<sup>st</sup> Century: A synopsis of the Commission's discussion, November 2-3, San Diego**

At the June 2001 meeting of the California Postsecondary Education Commission, members of the Commission's Executive Committee expressed the desire to bring the members of the Commission together in a retreat-like setting to discuss the future direction of higher education in California and the Commission. On November 2-3 that meeting was held in San Diego, California. Participants included members of the Commission, the Commission's Executive Director, Associate Director, and the Commission's consultants, Jerry Hayward of Management Analysis and Planning, Inc., and Dennis Jones and Aims McGuinness of the National Center for Higher Education Management Systems (NCHEMS).

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### **Purpose of the meeting**

The retreat served several purposes. First, it provided members of the Commission with the opportunity to discuss and better understand its role as the planning and coordinating agency for higher education in California in light of 21<sup>st</sup> century needs. The Commission's consultants, Dennis Jones and Aims McGuinness of the National Center for Higher Education Management Systems (NCHEMS), facilitated discussion of important higher education issues in California and provided guidance to the Commission as it worked toward defining a public agenda for the future.

Second, it provided the members of the Commission with the opportunity to discuss the effectiveness of the Commission with its independent evaluator, Jerry Hayward, of Management Analysis and Planning, Inc. Over the past year, Mr. Hayward had been retained by the Commission to gather information from members of the Commission and a variety of external stakeholders and to provide Commissioners with feedback and make suggestions to guide its future work.

Third, the retreat provided an opportunity to discuss the public-trust and stewardship roles and responsibilities of the Commission, including a differentiation between the roles of the Commission and its staff. In addition, it fostered a dialogue about the role of the Commission within the State government structure, the higher education community, the cadre of policymakers and administrators, and all those who act as advocates for all of higher education.

Finally, the retreat provided an opportunity for the Commission to begin the process of setting its future priorities. Below is a brief summary of some of the discussion that took place. It is not intended as a comprehensive review of all of the issues raised by the Commission. It is anticipated that the Commission will continue the discussion of its priorities during subsequent meetings.

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**Defining a public agenda**

Members of the Commission and its consultants discussed the manner in which the role of a statewide coordinating body such as the Commission has shifted in recent years. In the past, coordination focused on the various systems and higher education institutions. Today, it is much more important to ensure coordination between higher education and the needs of the public or society. The consultants urged the Commission to center its future efforts around the development of a public agenda for California.

The Commission discussed some principals integral to the concept of delineating a public agenda. That public agenda includes, but is not limited to, the following considerations:

- A focus on the overall needs of the State, not those of particular higher education institutions or systems.
- A focus on the needs of students or clients with a particular emphasis on all Californians. Narrowing the disparities in access and opportunity across all regions of California is one example of the manner in which a public agenda might be implemented.
- A primary focus on the goals or outcomes to be achieved. It includes measuring progress towards those goals, rather than the specific means to achieve these goals.
- An emphasis on goals and strategies that are appropriate for its unique position. That is, it should be focused on (1) all of California; (2) should be directed across all segments and sectors (public, independent, for profit, distance delivery, etc.); (3) cuts across all levels of education; and (4) links with both the executive and legislative branches of government.
- Building upon, provide continuity with, and provide a framework for existing Commission priorities and analytic strengths.

- Provide a venue for collaboration among existing initiatives rather than duplicating other efforts.
- Emphasis on the Commission’s policy leadership and analysis role (such as setting an agenda, establishing the information base and analytic foundation for defining where California is and for measuring progress, providing analysis of policy barriers and recommending policy alternatives) and rely on others to focus more on specific strategies and implementation.

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**Characteristics  
of an effective  
coordinating board**

The Commission also discussed the characteristics of an effective coordinating board. They include, but are not limited to the following:

- Focuses on a public agenda, not an institutional agenda;
- Takes a statewide perspective;
- Insists on quality, objectivity, and fairness in analysis and consultative processes;
- Exhibits consistency and integrity in values, focus, policy development and communications;
- Exhibits balance in processes and decision making;
- Focuses on core policy functions (planning, policy leadership, budget/resource allocation, evaluation and accountability);
- Aligns and integrates policy functions to advance the public agenda;
- Demonstrates a willingness to take stands on matters of principle;
- Exhibits capacity to engage the State’s political, civic and private sector leaders to address the major challenges facing the State and higher education; and
- Focuses on *what* to do, not *how* to do it.

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**Four  
thematic  
or focus areas**

The Commission discussed and agreed upon four broad thematic areas, or focus areas, in which to direct its future work. These are: (1) Growth and Access; (2) Preparation for Postsecondary Education; (3) Baccalaureate Production; and (4) Workforce Preparation and Economic Development.

***Growth and Access.*** This emphasizes the importance of access to postsecondary education for California’s diverse and growing population. The Commission expressed concern that postsecondary education serve the needs of all Californians, not simply a portion of them. This thematic area recognizes that the State can expect an enrollment

demand of over 714,000 new students in its public colleges and universities and up to 65,000 in the independent college and university sector. However, this growth occurs differentially as do educational opportunities. Focus on this area would make explicit the need to eliminate disparities in access to postsecondary education across all dimensions of the State's populations, such as race, ethnicity, and place of residence. It includes a variety of strategies such as improving transfer and participation rates.

***Preparation for Postsecondary Education.*** This places emphasis on the need to ensure that all of Californians ought to complete secondary education and obtain the core competencies necessary to succeed in the workforce, in postsecondary education, and pursue lifelong learning. It recognizes that the State should have policies and programs that ensure that all Californians have access to educational opportunity that will mitigate differences in background and maximize an individual's ability to realize his or her highest potential.

***Baccalaureate Production.*** This thematic area responds to the issue of whether or not California should produce more holders of bachelor degrees. The current production of institutions of higher education is lower than the national average, yet, California attracts many bachelor degree holders from outside the state who move to California to live and work. This area may include a statewide goal to raise baccalaureate degree production to the level of the best performing states or higher. As with the other three thematic areas, it incorporates the elimination of disparities by race/ethnicity/and region in this regard.

***Workforce Preparation/Economic Development.*** This includes improving the linkages between education and the needs of the new economy. This area recognizes the growing importance of the need for students to acquire stronger academic skills and increased workforce competencies. In addition, the Commission recognizes the importance of improving adult literacy in California as a necessary component to achieving greater participation by all in the new economy and to facilitate and strengthen the capacity of parents to raise expectations for children's education and postsecondary participation.

Throughout these four themes, the Commission determined that consideration should be given to address particular policy barriers such as regional strategies, financing, expectations, inequities, and student migration/movement and regional educational relationships. In each of these four thematic areas, the Commission should establish a vision for California and establish specific benchmarks by which progress can be monitored.

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**Attached  
presentations**

Attached are materials that cover a part of the two presentations made at the Commission's retreat. Appendix A is a copy of the presentation pre-

pared by the National Center on Higher Education Management Systems (NCHEMS). Appendix B is a presentation that focused on some selected California and national higher education data prepared by Commission staff.

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**Agreement reached  
on joint CSU/UC  
education doctorate**

Early in November, the University of California and the California State University reached agreement on expanding joint CSU/UC Ed.D. programs.

The California Master Plan for Higher Education designates the University of California as the sole authority in public higher education to award the doctoral degree. The Master Plan and California Education Code Section 66010.4 ( c ) allows the California State University to award joint doctoral degrees with the University of California in selected fields. Section 66010.4 also states that California State University may offer the doctoral degree in partnership with a doctoral-granting independent institution. The California Education Code also sets forth the responsibility of the California Postsecondary Education Commission to review proposals for new programs and provides it with approval authority of those proposals submitted by CSU that are in association with an independent institution.

In response to the need for adequate preparation of educational leadership in California, the California State University sponsored legislation – Senate Bill 713 (Alpert) that would have granted the CSU the authority to offer the Education Doctorate independently. Following discussions among the two systems, President Atkinson and Chancellor Reed announced that they had reached an agreement to expand the CSU/UC joint Ed.D. programs.

In general, the terms of the agreement include the formation of a joint CSU/UC Ed.D. Board which will be comprised of four members appointed by the CSU chancellor and four members by the UC president. The board will be co-chaired by the chief academic officers of each system. In addition, each system will devote \$2 million over the first two years to start, enrollment targets will be established, proposals for new programs will be sought and an expedited review and approval process will be developed. The agreement also calls for the sharing of responsibilities for the programs by UC and CSU faculty and makes explicit that each partner shall carry no less than 25 percent of the instructional responsibilities and workload for the program. With respect to funding, the agreement calls for the permanent enrollment funding for new CSU/UC joint Ed.D. programs to be allocated to CSU and UC on a workload basis at the per student marginal funding level provided to UC by the State.

A copy of the agreement is attached as Appendix C.

Commissioners are reminded that in December of 2000, the Commission adopted its report, *The Production and Utilization of Education Doctorates for Administrators in California's Public Schools*. The study concluded that overall production of education doctorates is sufficient to accommodate existing and future demand for doctorates in California public schools. However, the study also noted that existing circumstances could change and other important issues could arise that would alter this situation. The Commission continues to be vitally interested in higher education's role in ensuring sufficiently educated and trained educational leadership for its K-12 schools, community colleges, and public and independent universities.

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**Community college  
issues**

The Commission is pleased to be meeting in Los Angeles, and on Tuesday, December 4 will meet on the West Los Angeles Community College campus in the Los Angeles Community College District. The Commission continues to focus its attention on matters related to the State's 107 community colleges. Community college issues are of critical concern to the state, particularly as these campuses are anticipated to assume the greatest numbers of new students -- over 500,000 -- in the coming years. The Commission has set aside some extended time at this meeting to discuss the issue of community college transfer as it is among the most critical components of the State's Master Plan for Higher Education.

The State's community colleges fulfill a vitally important role in California's public higher education system. Not only do the community colleges provide low cost general collegiate education leading to associate degrees and offer students lower division preparation transferable to baccalaureate programs, but they offer technical and vocational education programs that are increasingly more important to the State as its new economy depend upon specialized skills and knowledge of its workforce. Additionally, the colleges provide adults in California's communities with continuing education designed to update and enhance skills, and offer a variety of cultural and public service programs in response to community interest and need. Its "open door" admission policy and low student cost are hallmarks of the system and cornerstones of California's commitment to providing broad access to higher education opportunities for its citizens.

In the coming months, the community colleges and the Commission will be faced with the need to address the growing educational needs of California's residents and adequately fulfilling the community colleges numerous missions, in an environment of significantly reduced resources afforded by a difficult economic climate.

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**Los Angeles  
Community  
College District**

The Los Angeles Community College District is the home to approximately 110,000 students. It is comprised of nine community college campuses: (1) East Los Angeles College; (2) Los Angeles City College; (3) Los Angeles Harbor College; (4) Los Angeles Mission College; (5)

Los Angeles Pierce College; (6) Los Angeles Southwest College; (7) Los Angeles Trade-Tech College; (8) Los Angeles Valley College; and (9) West Los Angeles College.

The Commission's enrollment figures for the district demonstrate that the district provides educational services for a diverse student population. Approximately 42 percent of the district's students are Latino, 16 percent are African-American, 17 percent are White, 8.0 percent are Asian, 2.7 percent are Filipino, and .4 percent are Native American. It offers educational opportunity in a geographic area of more than 882 square miles, not including its international programs.

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**LA Community  
College District  
facilities bond**

In March of 2000, voters in Los Angeles passed Proposition A – a \$1.24 billion community college facilities bond bill. Funding from the bond is being used to replace and repair deteriorating buildings; construct, furnish and equip classrooms, laboratories, libraries and related facilities; repair and upgrade electrical wiring for computer technology, heating, air conditioning and plumbing; complete earthquake retrofitting; improve campus safety, fire security, parking and lighting; and to improve and acquire real property to relieve overcrowding. Each of the nine campuses are expected to receive between \$110 million to \$172 million for these purposes.

With passage of this bond, Los Angeles district voters have demonstrated remarkable local support for their community colleges. In the last 13 years, only 11 out of 26 local proposals in California have passed. In addition, prior to the passage of the Los Angeles bond measure, the largest amount passed was \$248 million by voters in the Foothill-DeAnza Community College District. Nevertheless, even with approval of the bond measure in Los Angeles, it is widely believed that innovative approaches to providing access will be necessary. The Commission had previously estimated, in its regional enrollment study, a deficit of approximately 38,000 full-time equivalent student capacity in the Los Angeles region by the year 2010. While this figure only takes into account the need of the region in its entirety and is not broken down by the various community college districts in Los Angeles, some of this need can be ameliorated by facilities supported with Proposition A bond resources.

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**Future issues**

According to Census 2000, Los Angeles County is the most populous county in the nation with approximately 9.5 million residents. While a diversity of educational opportunity exists in the region, the campuses in the Los Angeles Community College district, as well as those in its neighboring communities, shoulder tremendous responsibility for educating and training a large and diverse population for participation in the 21<sup>st</sup> century economy and society. The challenges and opportunities inherent in the multiple and varied missions of the community colleges are often magnified in large urban districts such as Los Angeles.



Given the critical role that the community colleges play in preparing California's residents both academically and for participation in the workforce, the Commission will continue to monitor and address the issues confronting that system.

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## Appendix A

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# State Policy For Higher Education: Commission Roles and Responsibilities and Shaping a Public Agenda

Retreat

California Postsecondary Education  
Commission

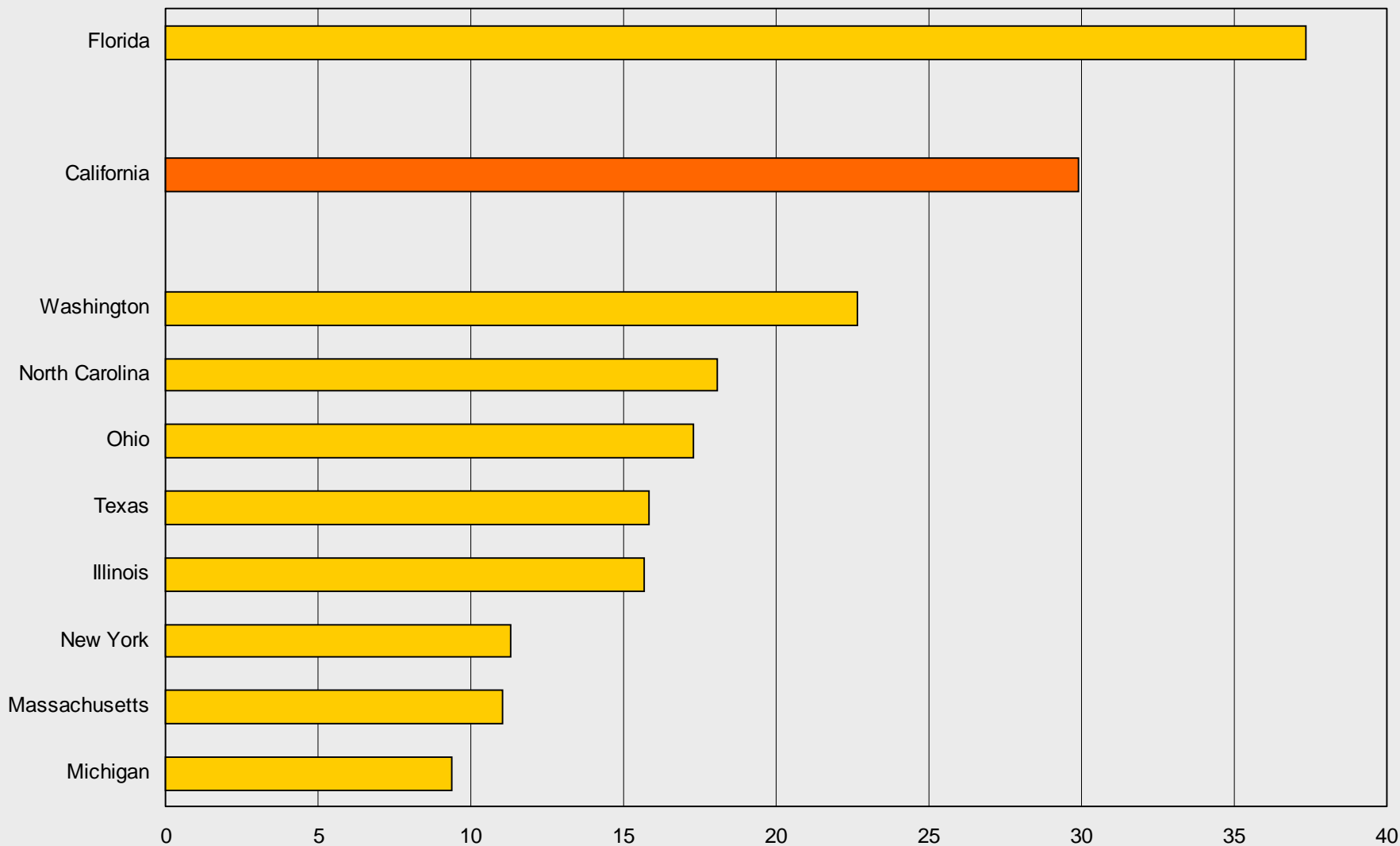
November 2-3, 2001

Dennis Jones and Aims McGuinness

# Example of Using Data to Shape a Public Agenda

California

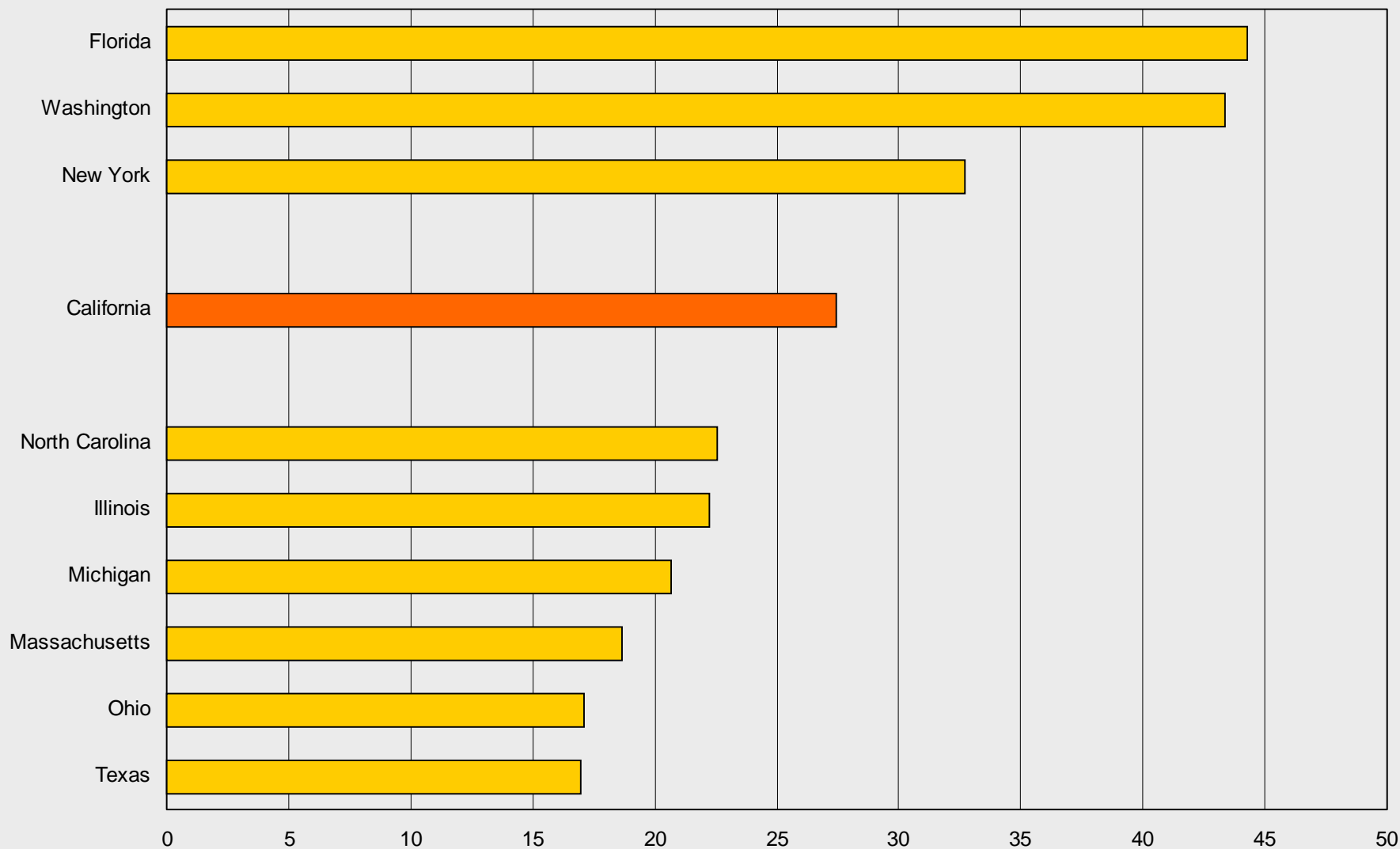
## Number of Certificates Awarded per 100 High School Graduates, 2000



Divisor is Estimated 1998 High School Graduates.

Source: NCES, IPEDS 99-00 Completions; WICHE High School Graduates.

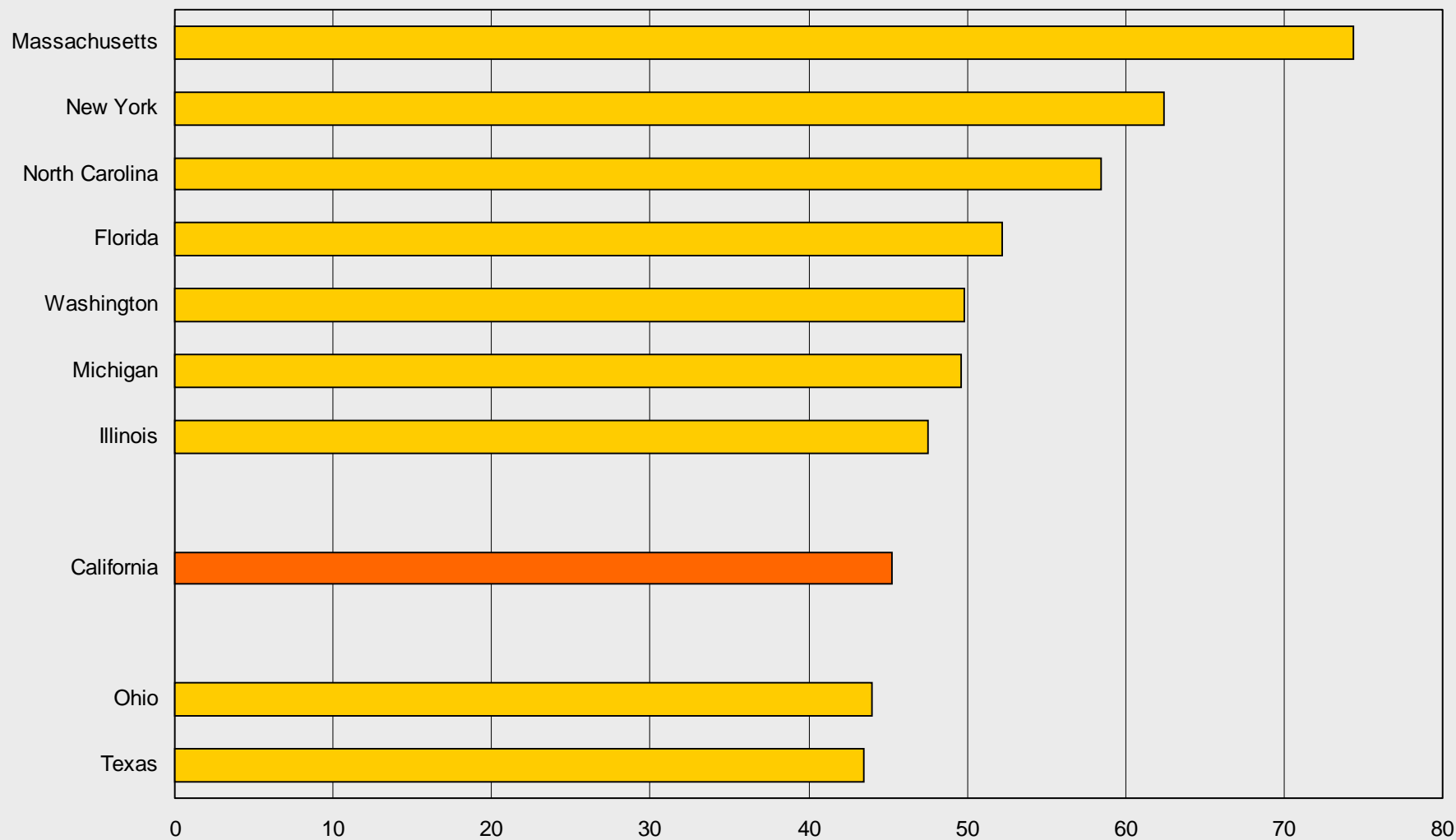
## Number of Associate Degrees Awarded per 100 High School Graduates, 2000



Divisor is 1996 High School Graduates.

Source: NCES, IPEDS 99-00 Completions; WICHE High School Graduates.

## Number of Baccalaureate Degrees Awarded per 100 High School Graduates, 2000

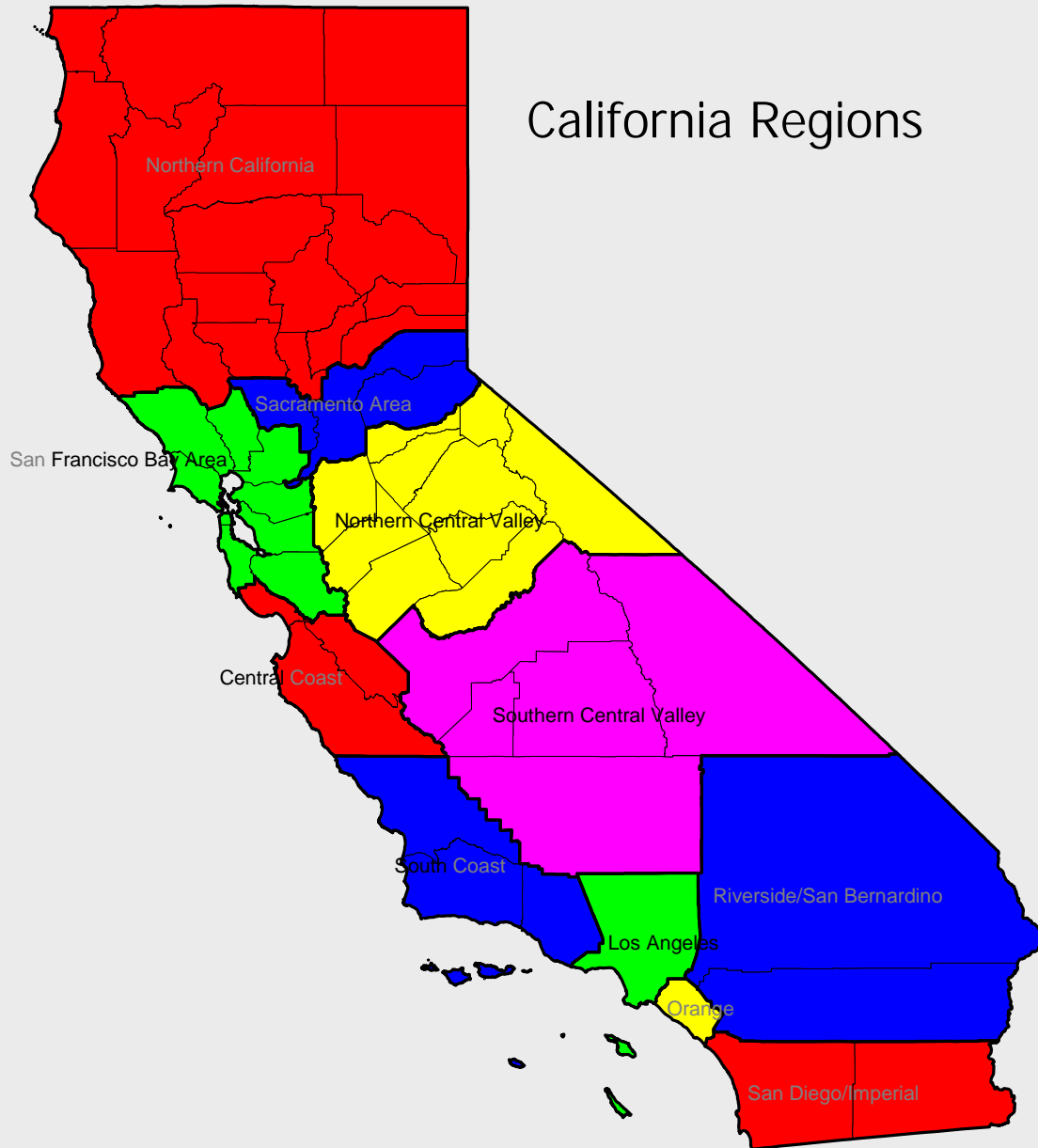


Divisor is 1994 High School Graduates.

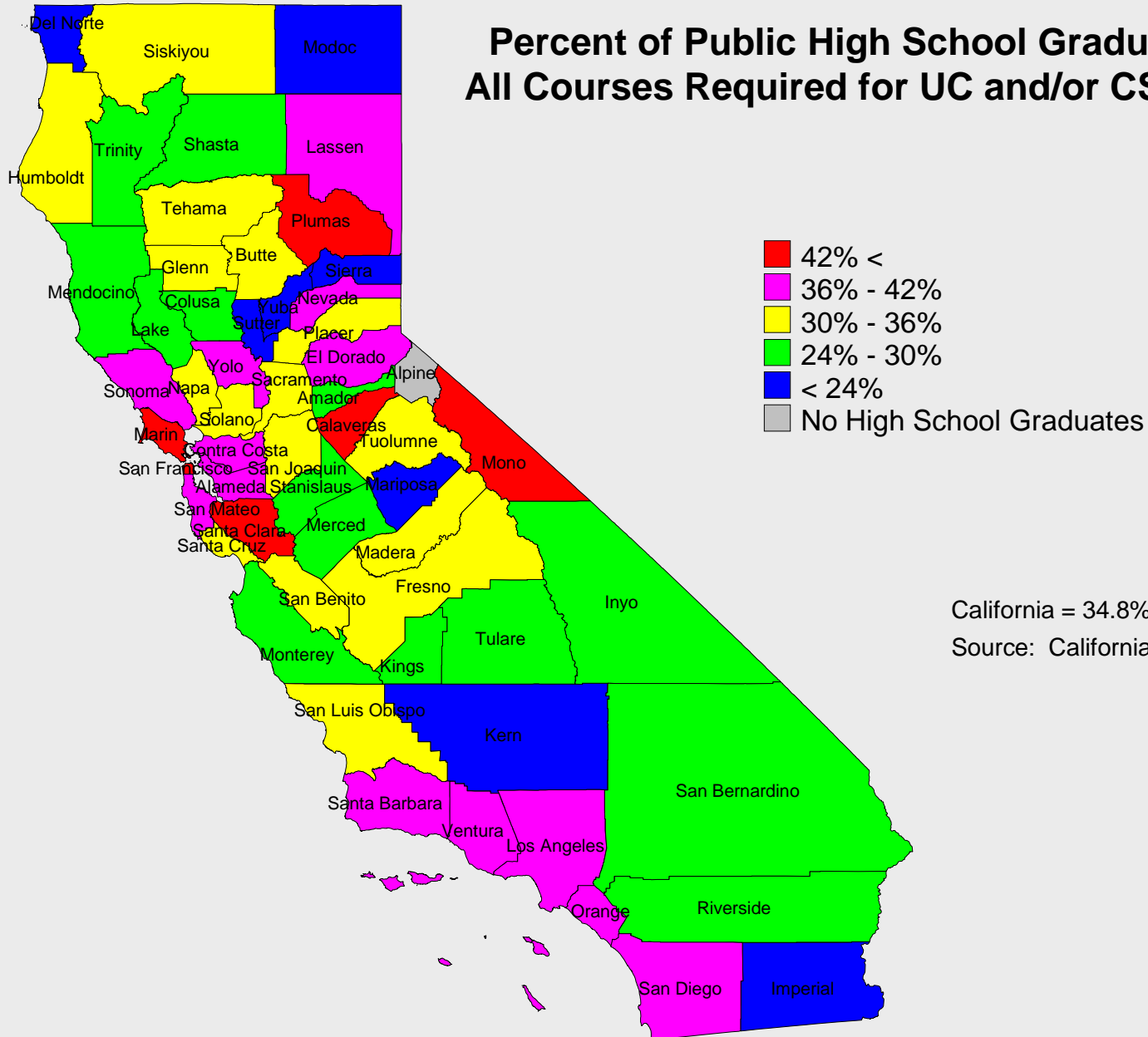
Source: NCES, IPEDS 99-00 Completions; WICHE High School Graduates.



# California Regions



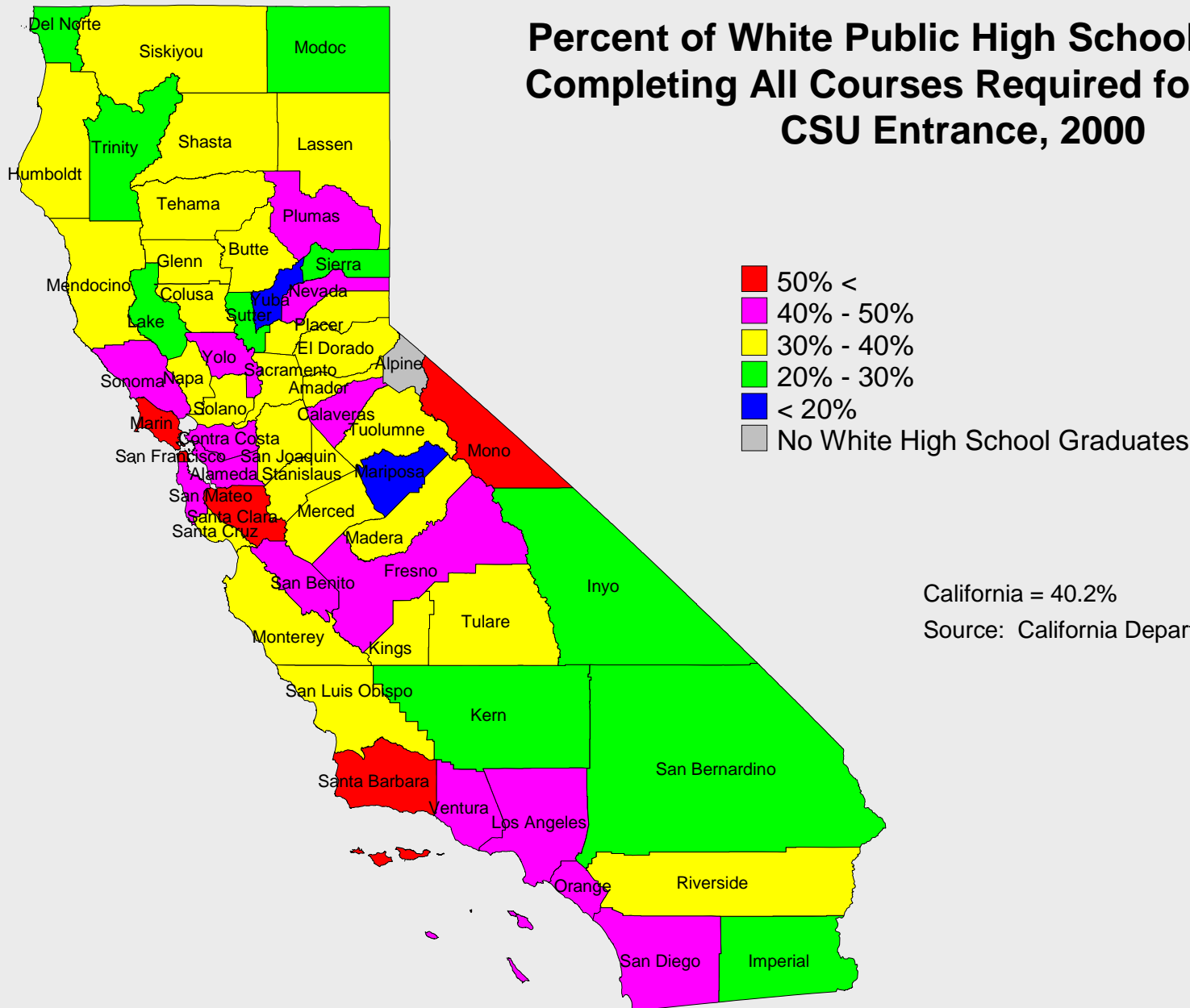
# Percent of Public High School Graduates Completing All Courses Required for UC and/or CSU Entrance, 2000



California = 34.8%

Source: California Department of Education

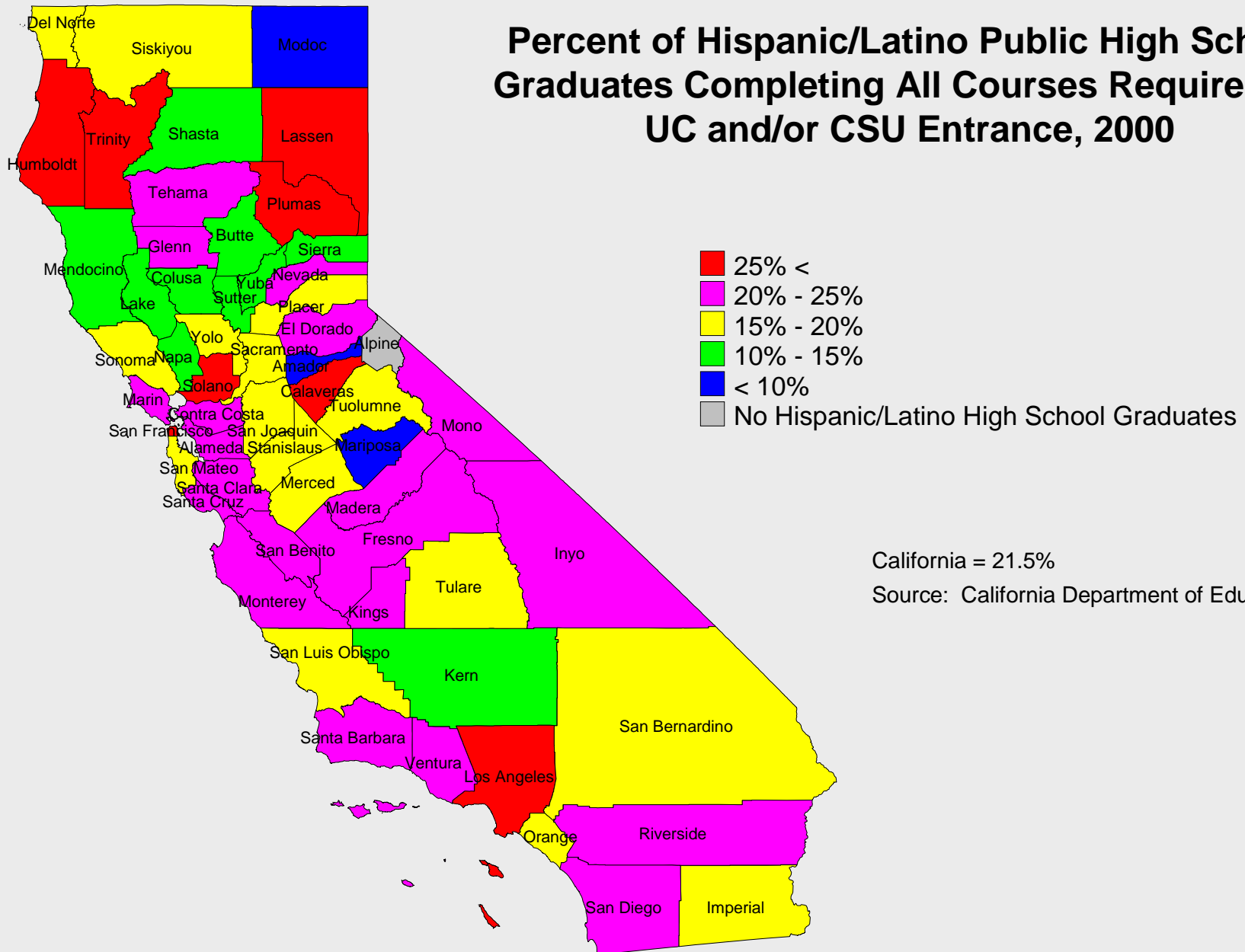
# Percent of White Public High School Graduates Completing All Courses Required for UC and/or CSU Entrance, 2000



California = 40.2%

Source: California Department of Education

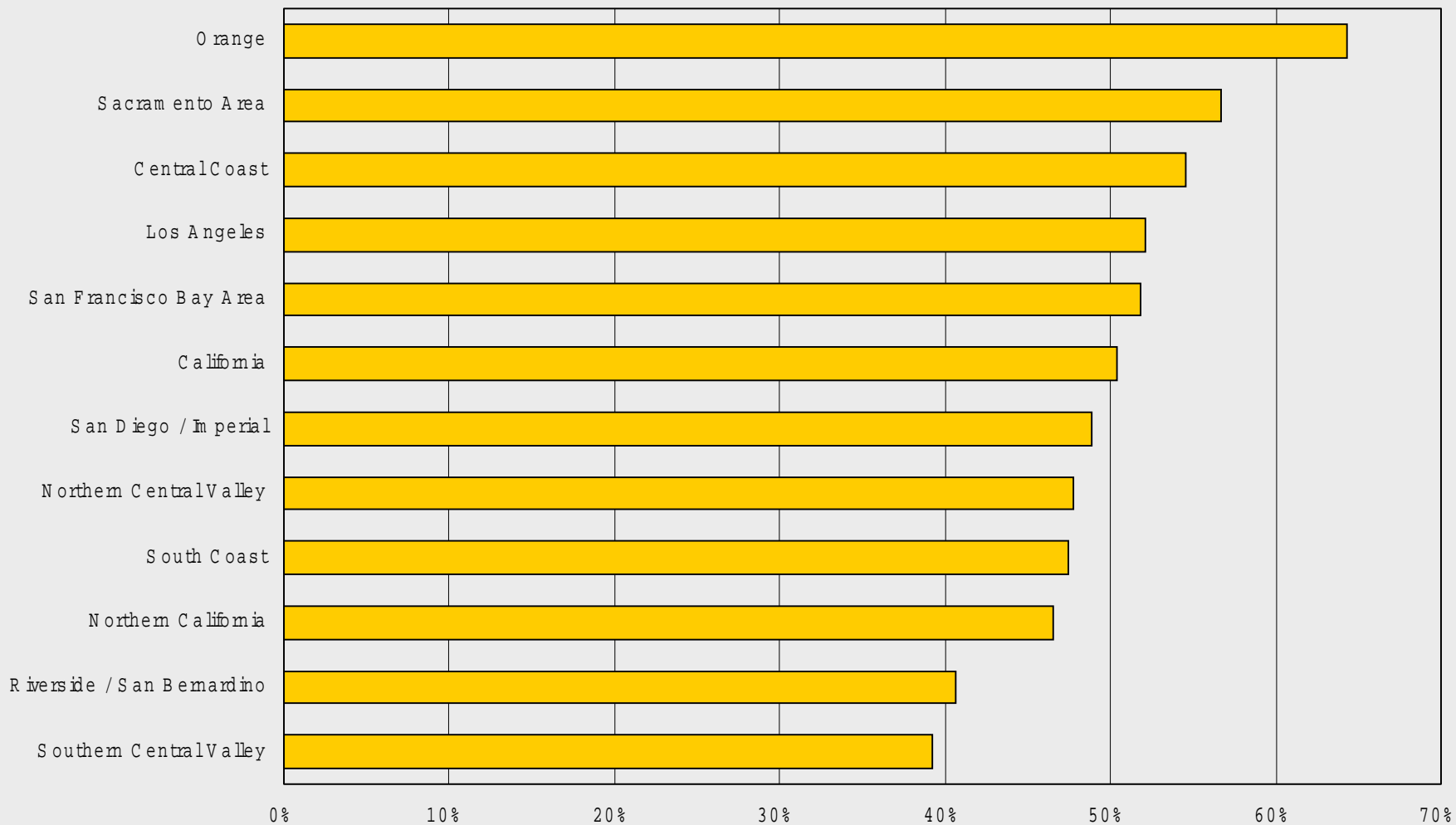
# Percent of Hispanic/Latino Public High School Graduates Completing All Courses Required for UC and/or CSU Entrance, 2000



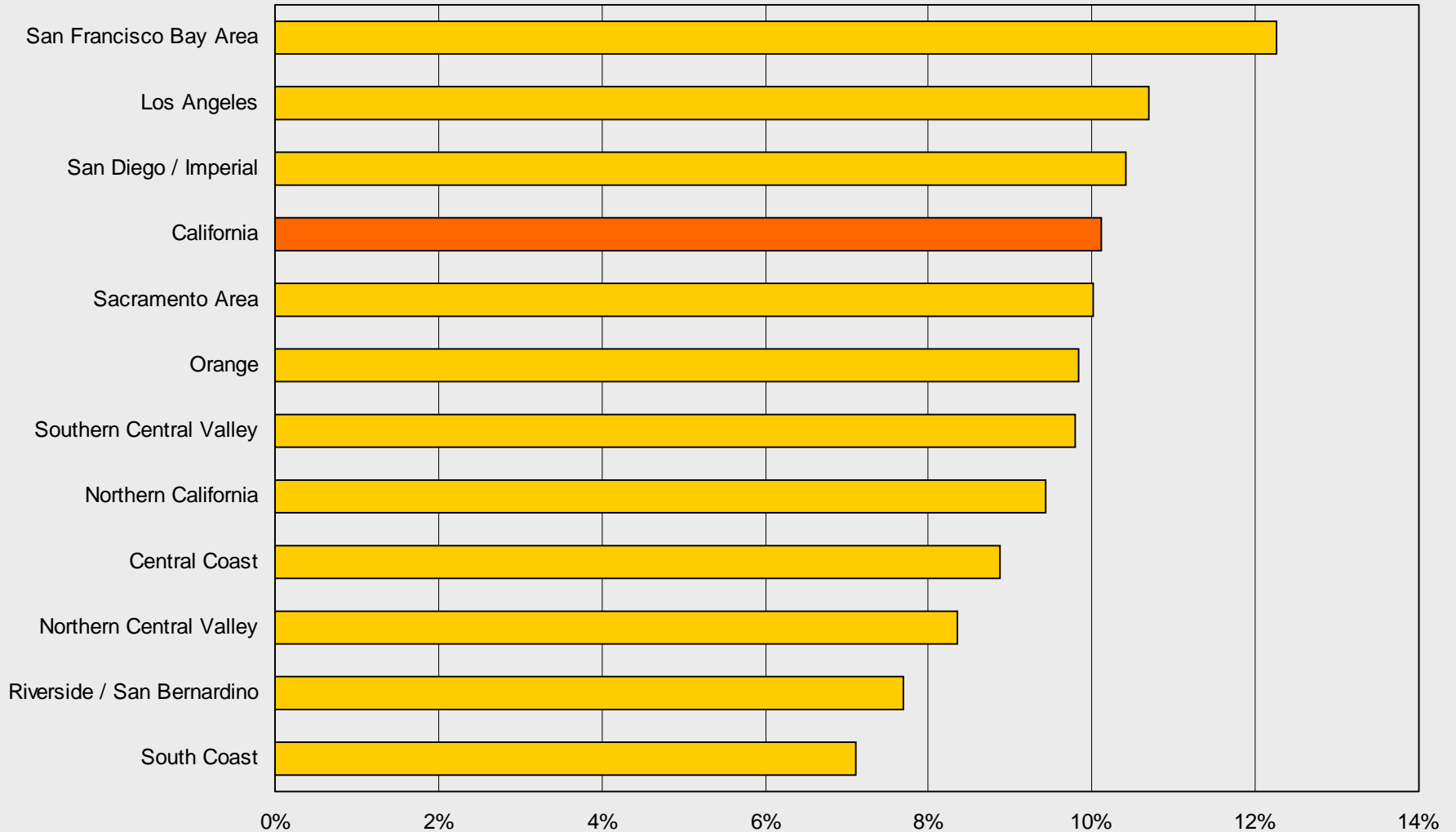
California = 21.5%

Source: California Department of Education

# First Time Full-Time Freshmen as a Proportion of High School Graduates, by Region, 1999



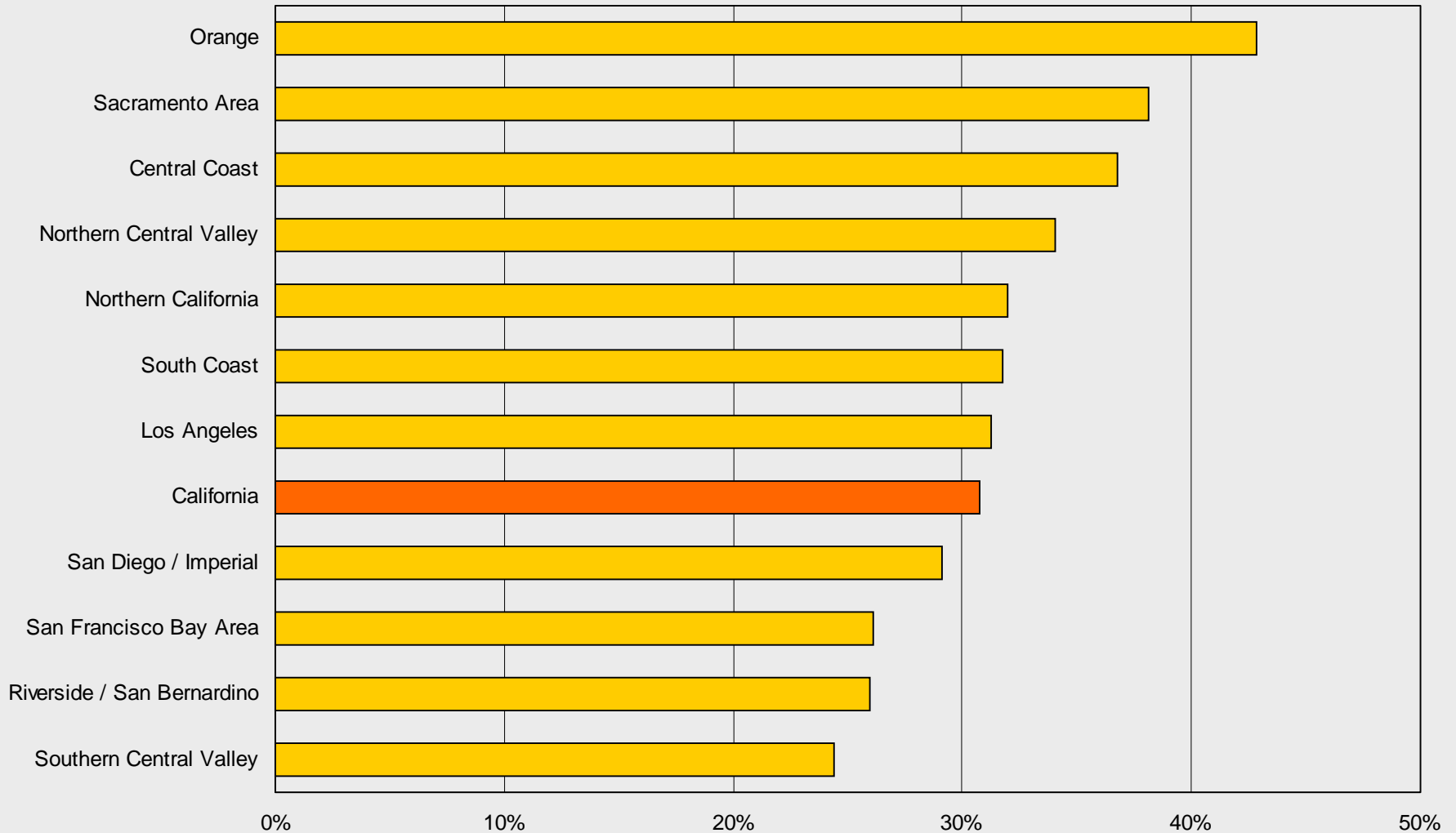
## CSU First Time Full-Time Freshmen as a Proportion of High School Graduates, By Region, 1999



Source: California Postsecondary Education Commission

Date: 10-29-01

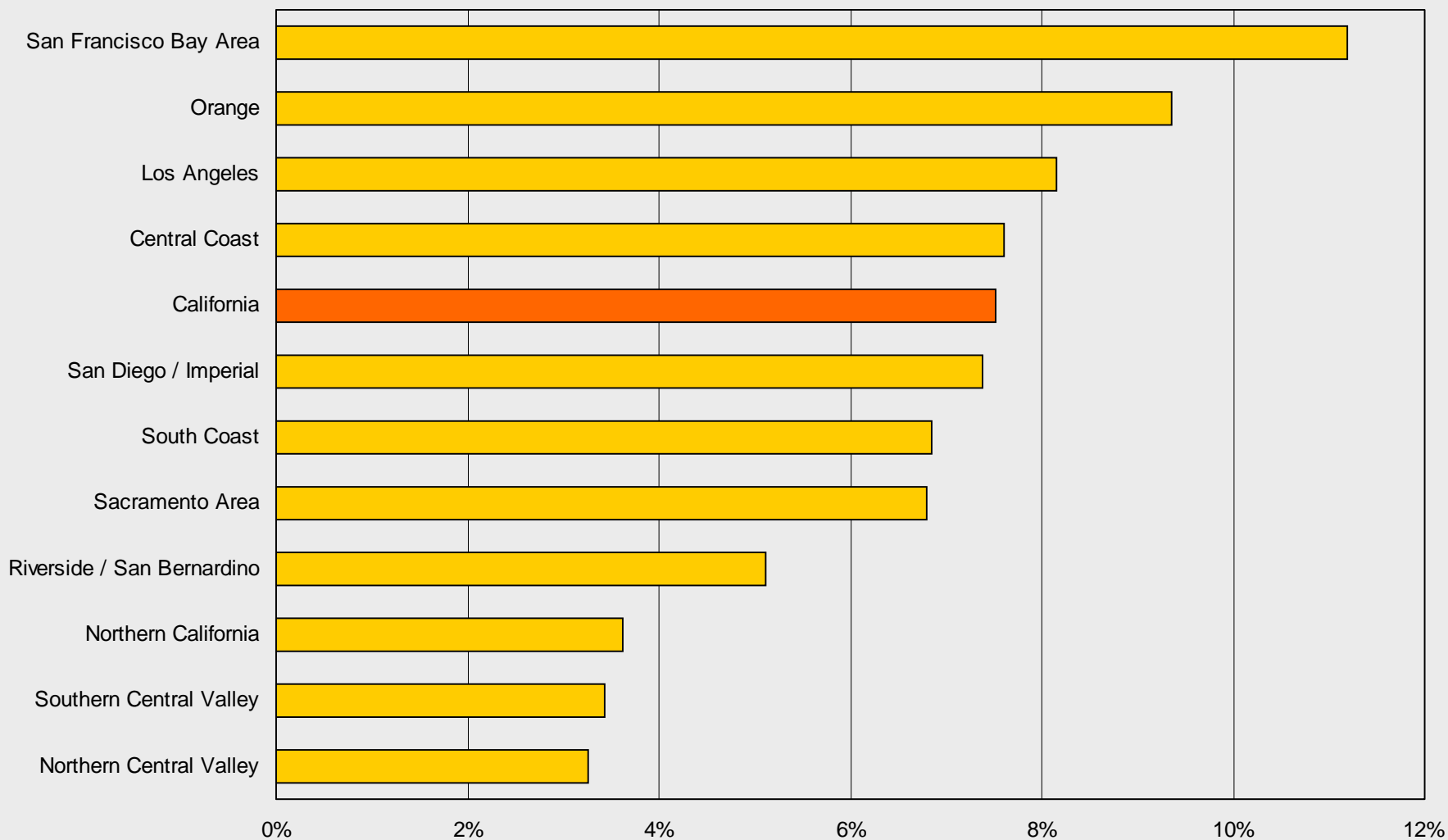
## Community College First Time Full-Time Freshmen as a Proportion of High School Graduates, By Region, 1999



Source: California Postsecondary Education Commission

Date: 10-29-01

## UC First Time Full-Time Freshmen as a Proportion of High School Graduates, By Region, 1999

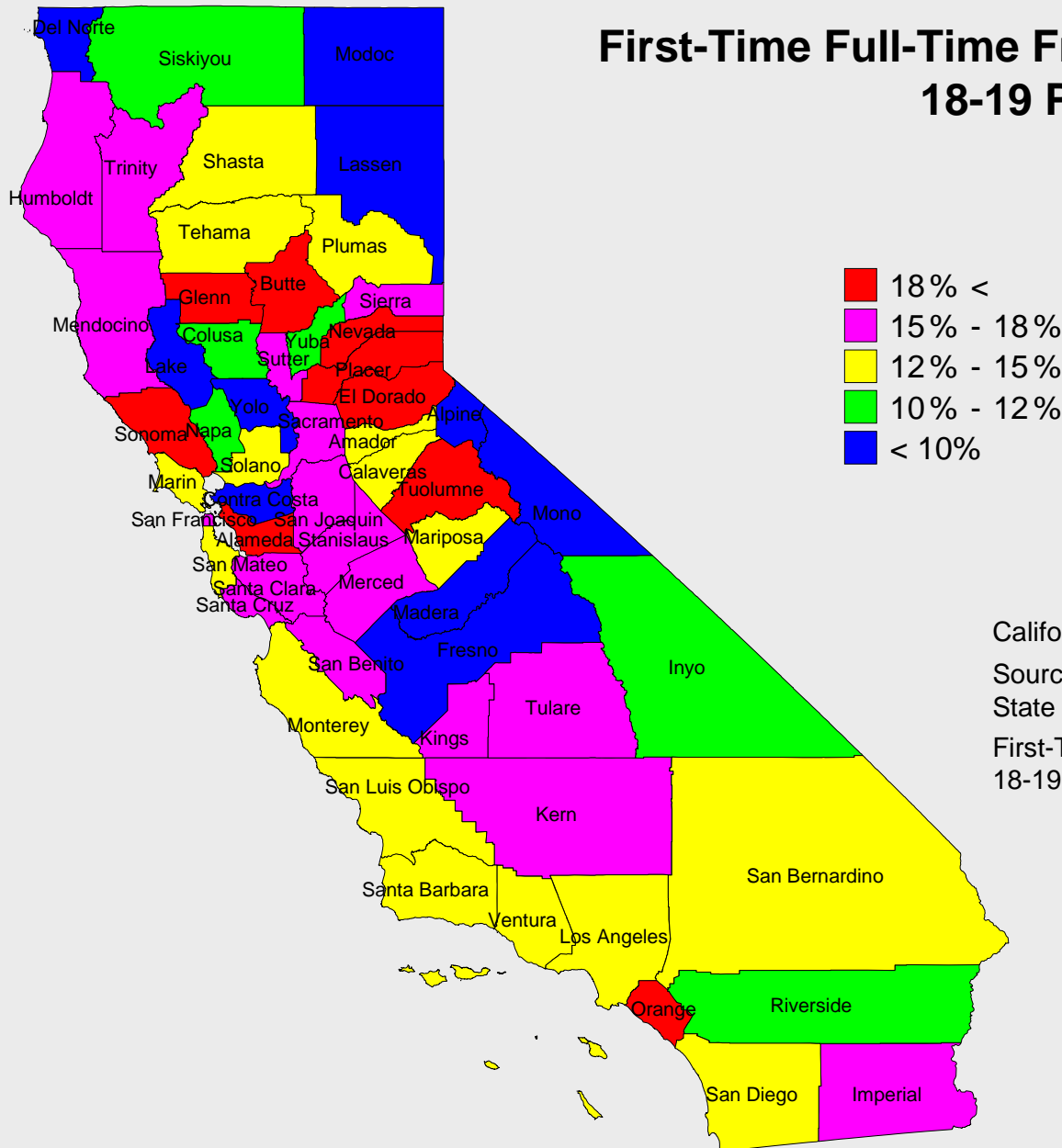


Source: California Postsecondary Education Commission

Date: 10-29-01



# First-Time Full-Time Freshmen as Proportion of 18-19 Population

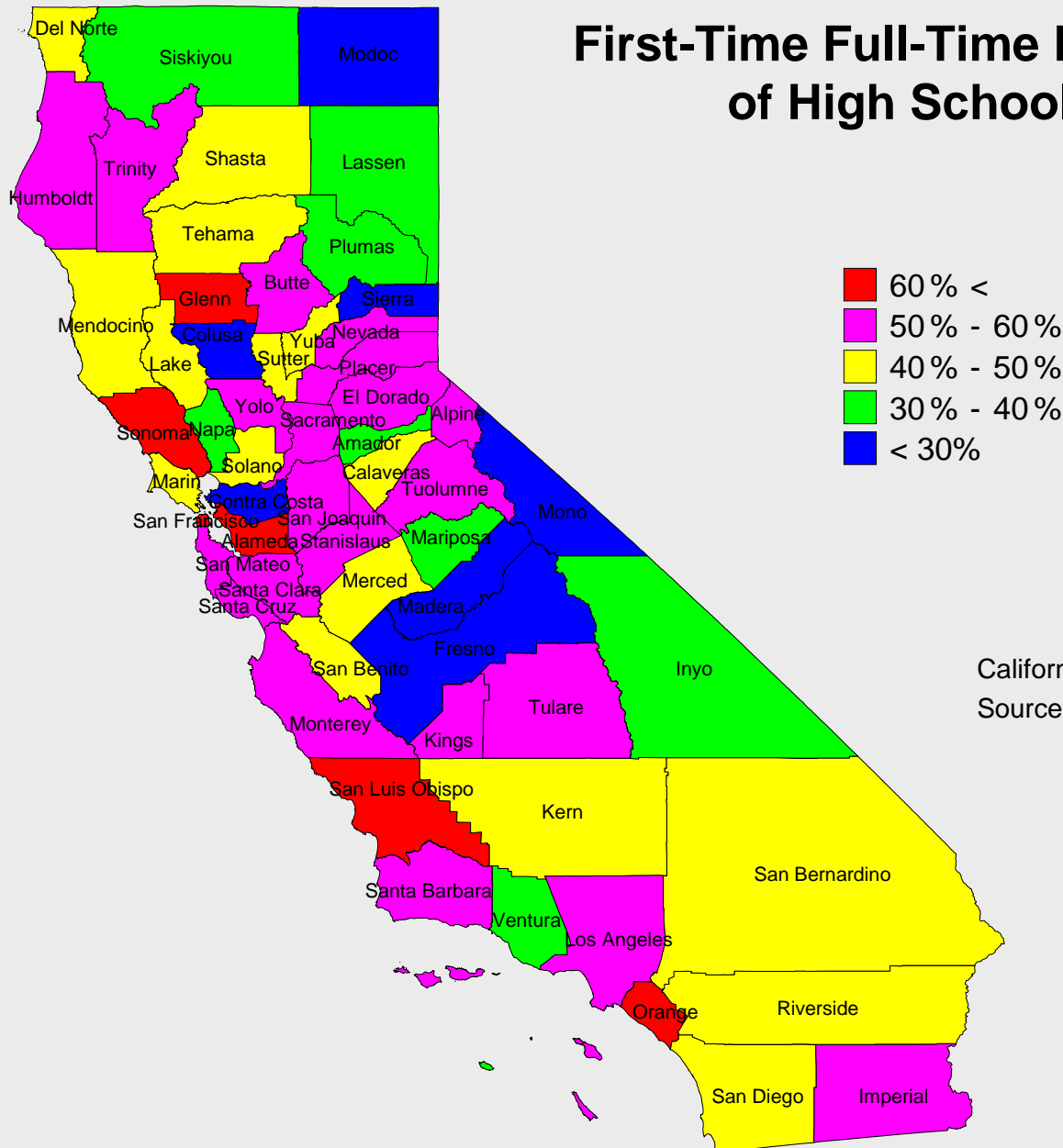


California = 14.8%

Source: California Postsecondary Education Commission;  
State of CA Dept. of Finance

First-Time Full-Time Freshmen – Academic Year 1999.  
18-19 Population – Estimated 2000.

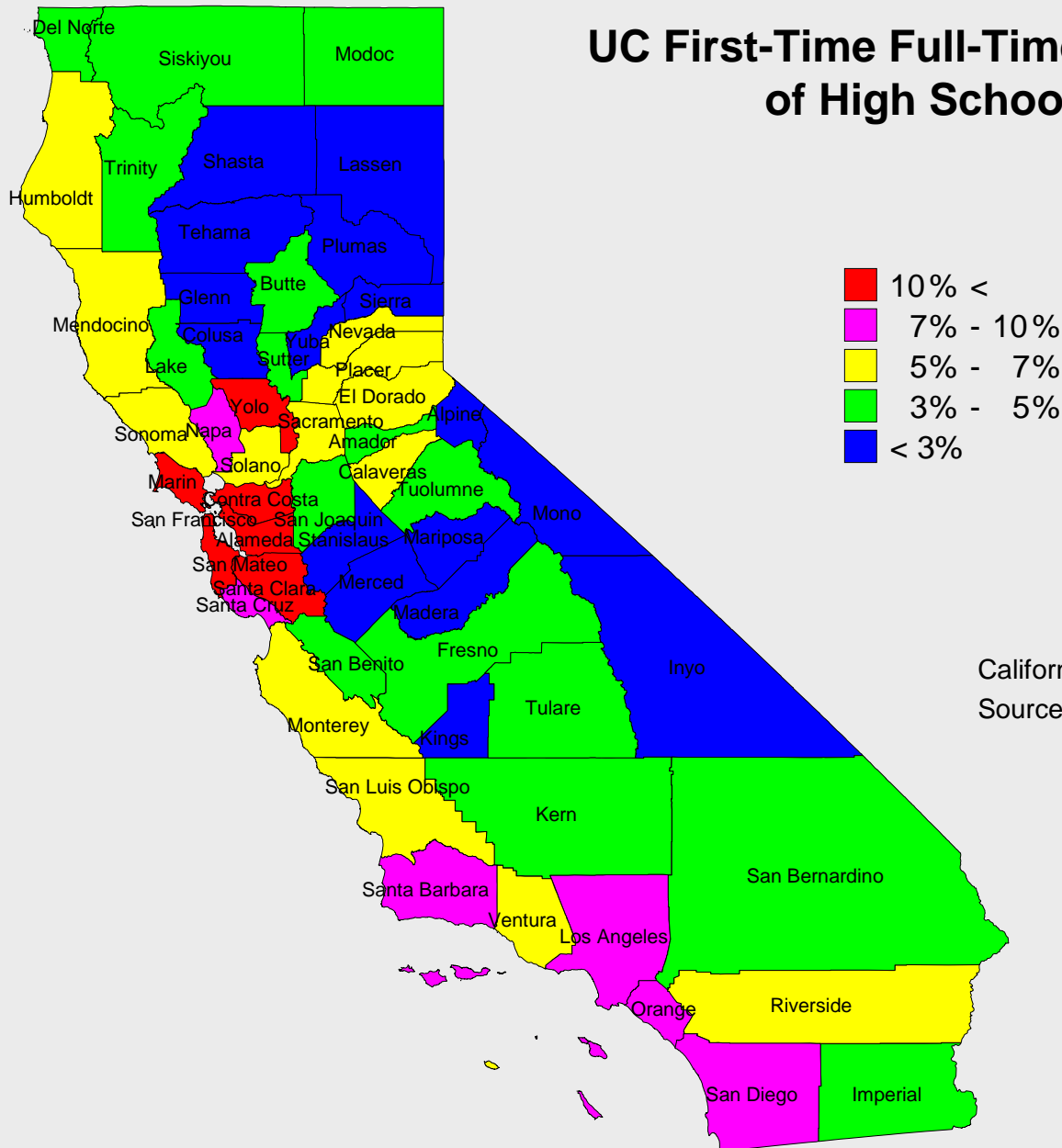
# First-Time Full-Time Freshmen as Proportion of High School Graduates, 1999



California = 50.4%

Source: California Postsecondary Education Commission

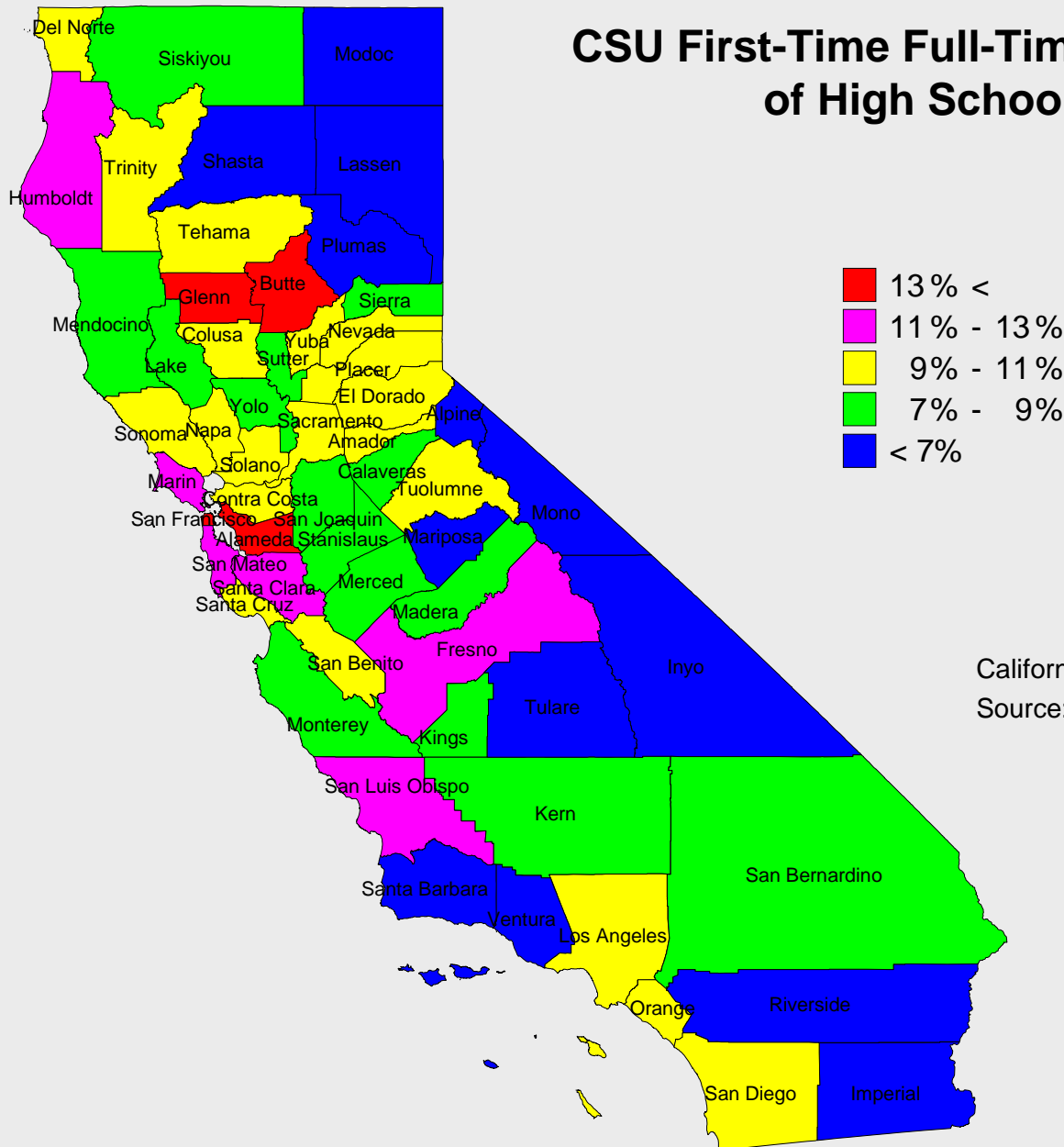
# UC First-Time Full-Time Freshmen as Proportion of High School Graduates, 1999



California = 7.5%

Source: California Postsecondary Education Commission

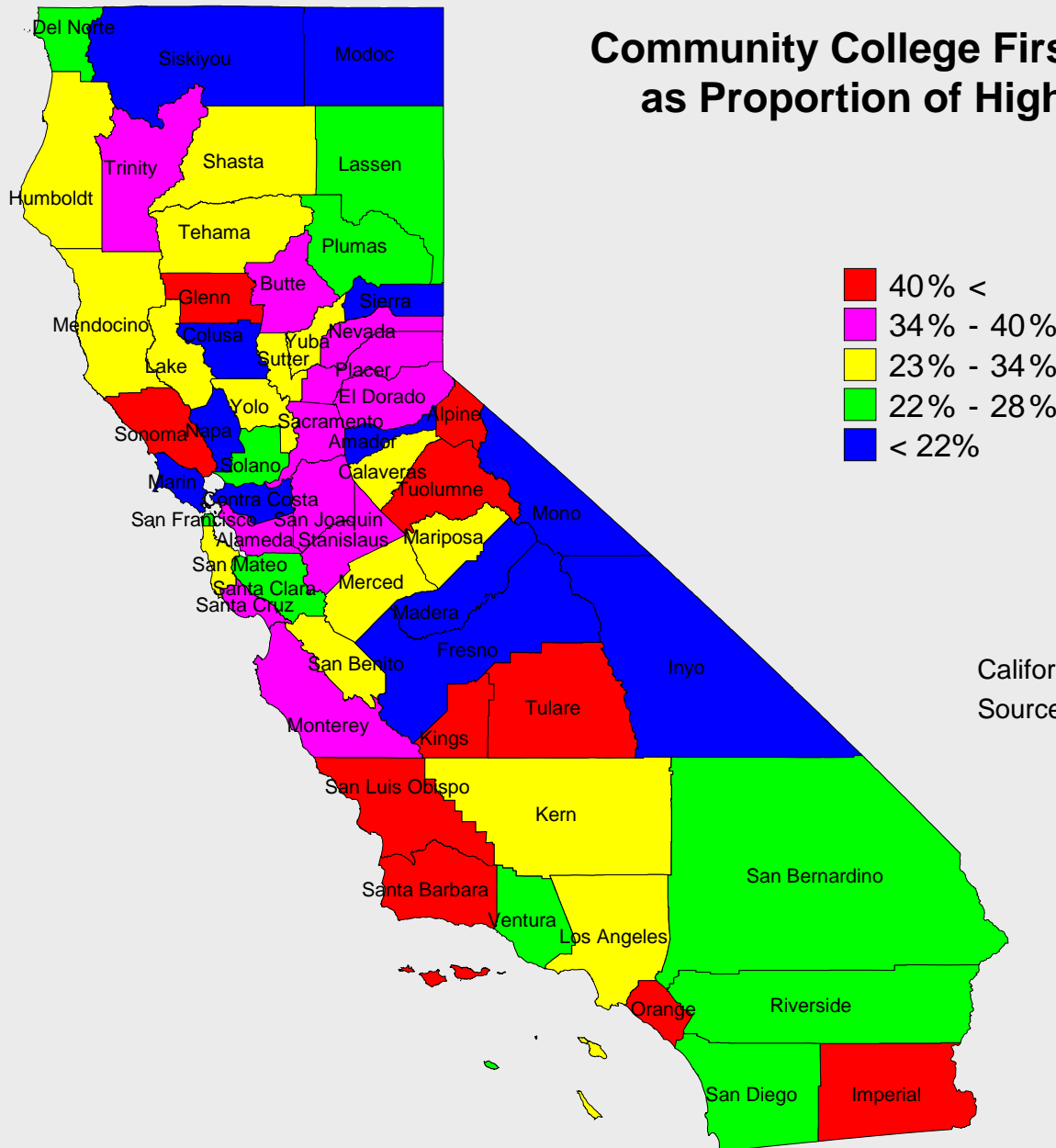
# CSU First-Time Full-Time Freshmen as Proportion of High School Graduates, 1999



California = 10.1%

Source: California Postsecondary Education Commission

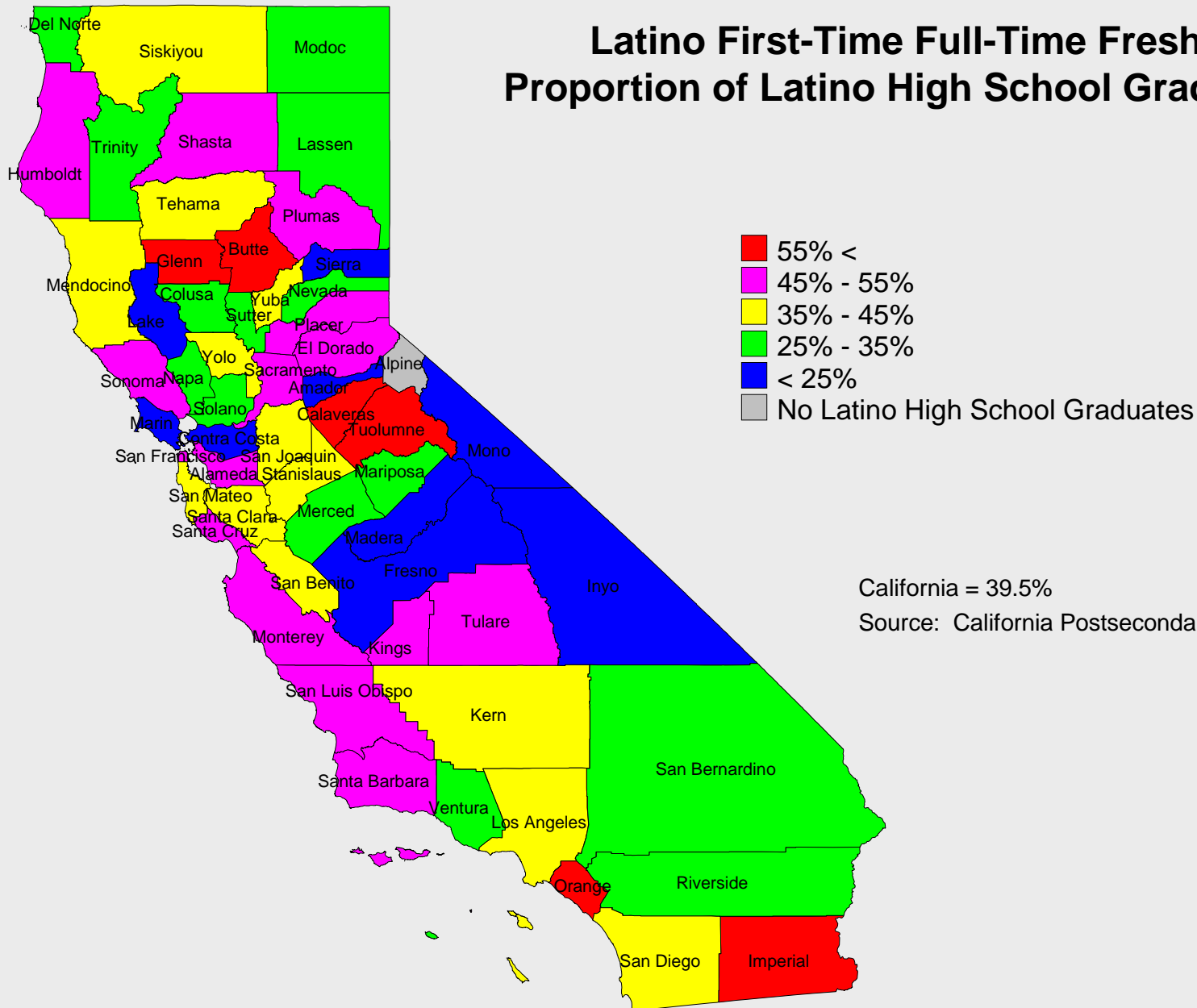
# Community College First-Time Full-Time Freshmen as Proportion of High School Graduates, 1999



California = 30.8%

Source: California Postsecondary Education Commission

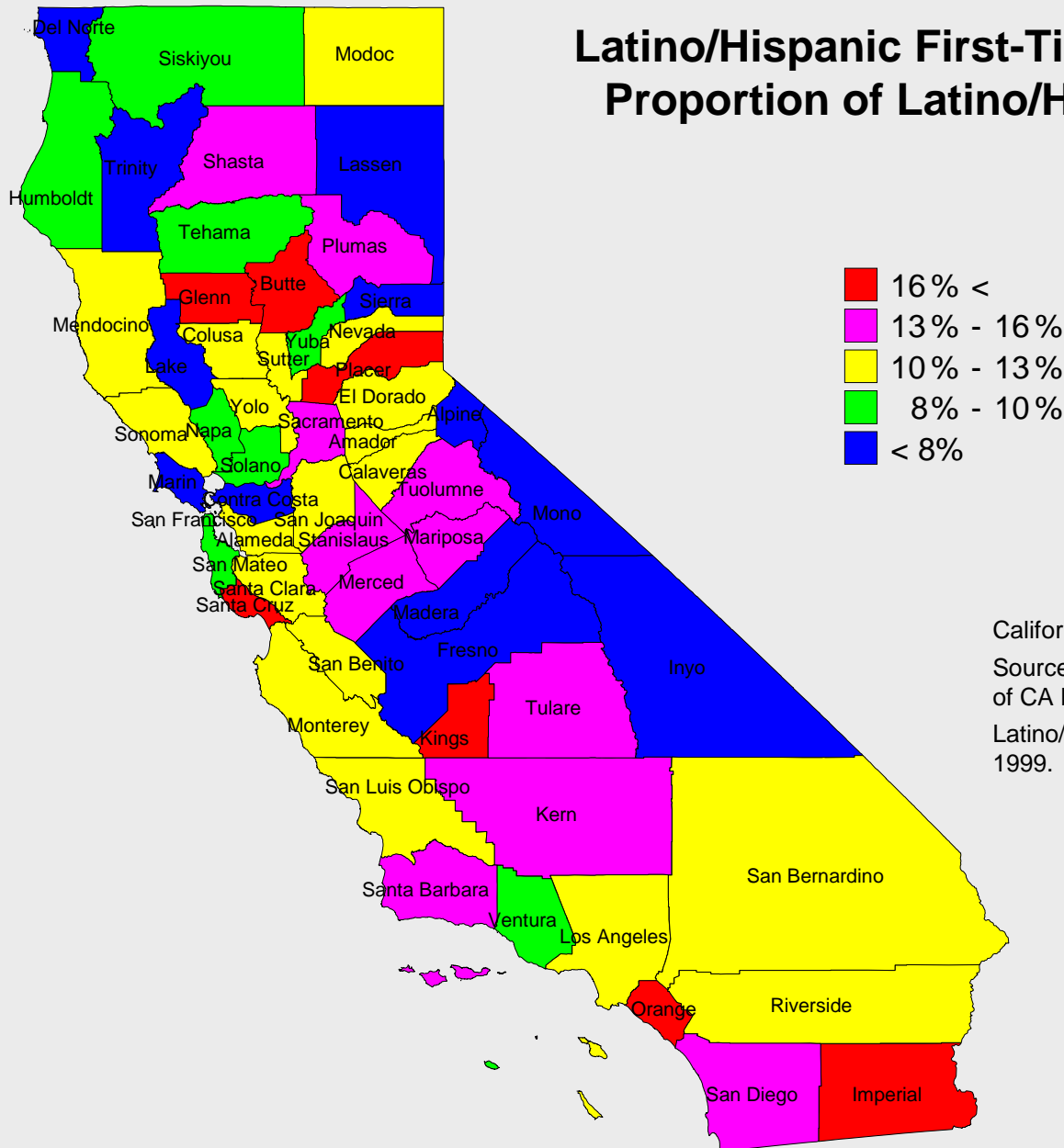
# Latino First-Time Full-Time Freshmen as Proportion of Latino High School Graduates, 1999



California = 39.5%

Source: California Postsecondary Education Commission

# Latino/Hispanic First-Time Full-Time Freshmen as Proportion of Latino/Hispanic 18-19 Population

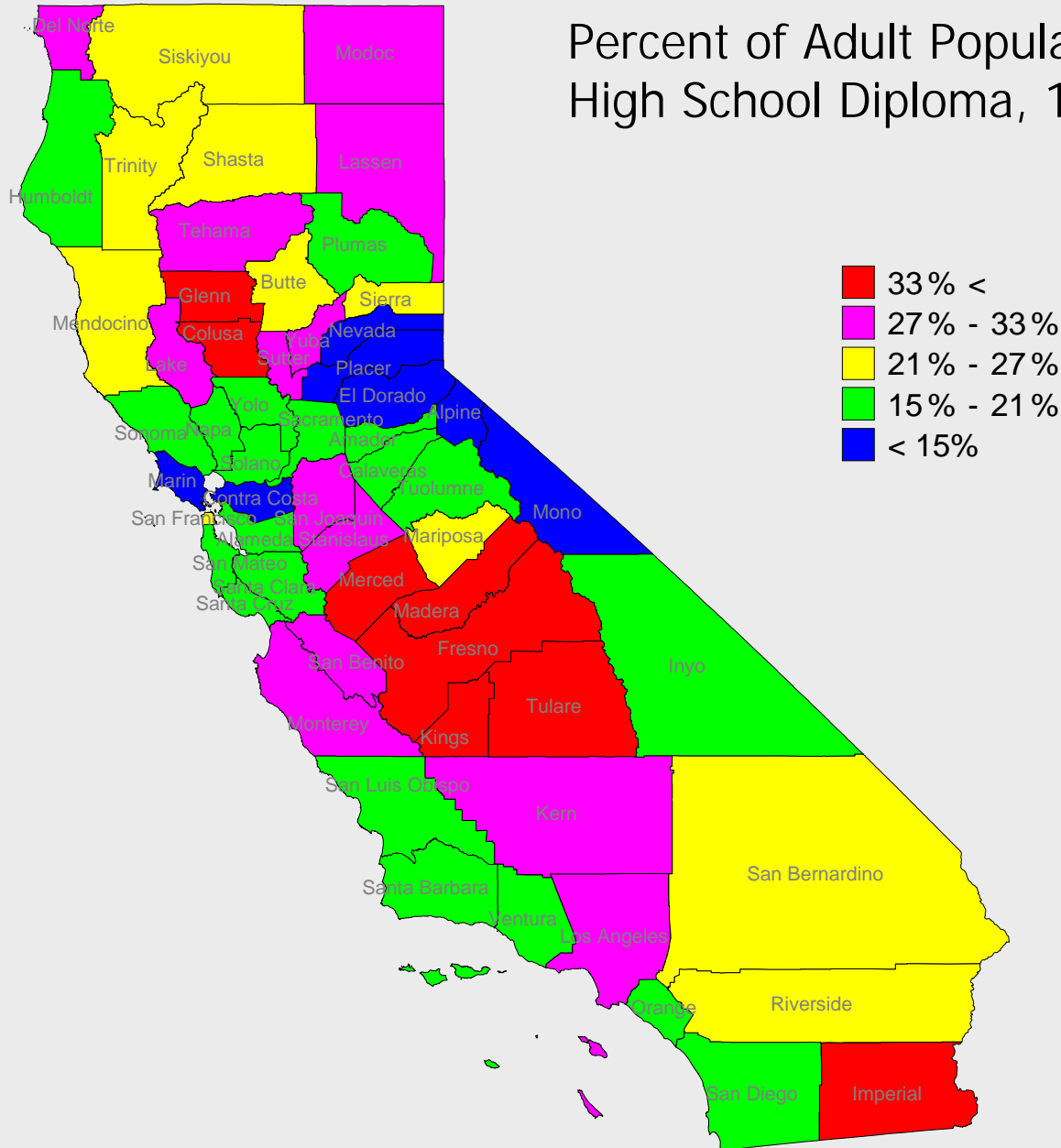


California = 11.4%

Source: California Postsecondary Education Commission; State of CA Dept. of Finance

Latino/Hispanic First-Time Full-Time Freshmen – Academic Year 1999. Latino/Hispanic 18-19 Population – Estimated 2000.

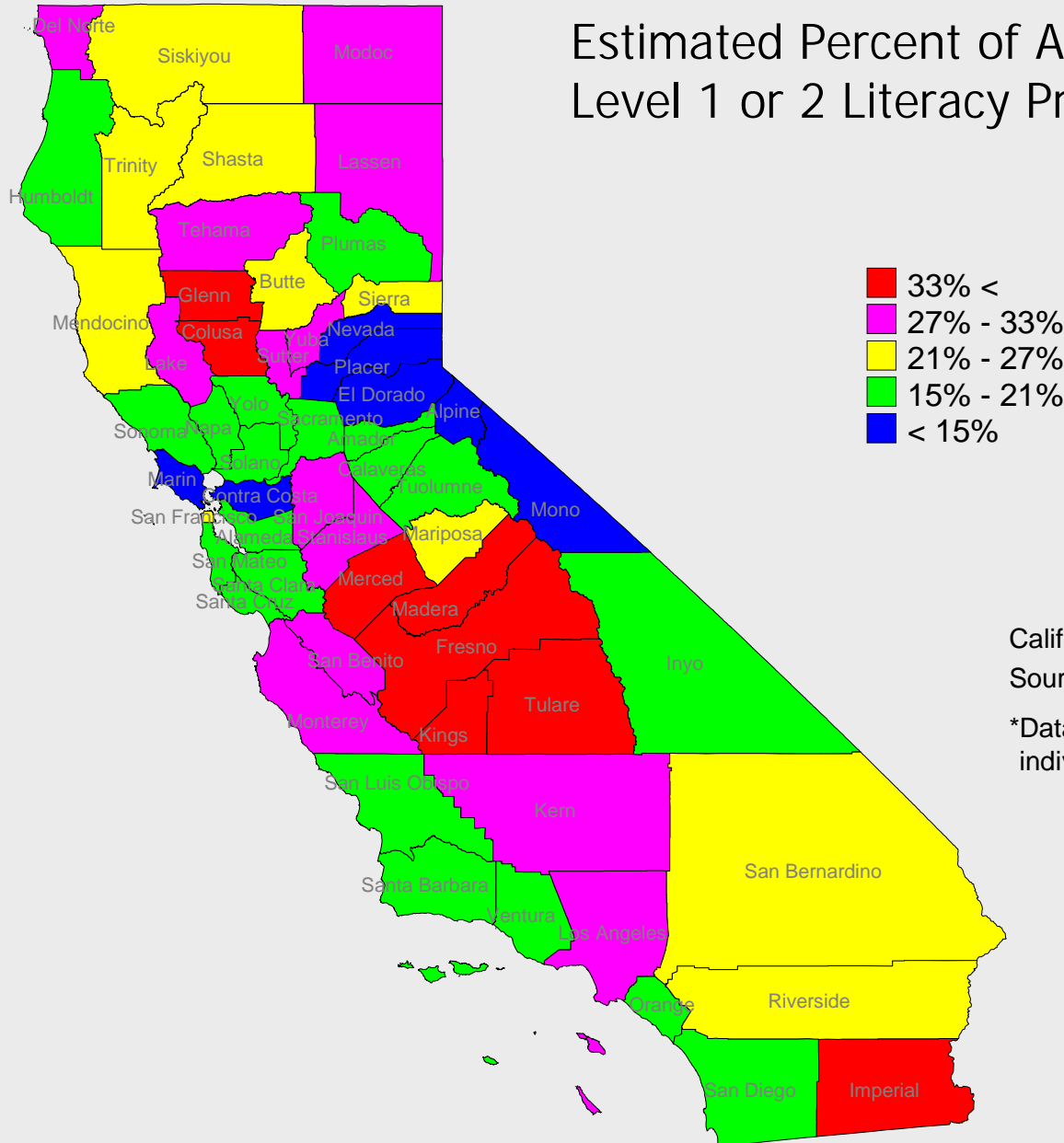
# Percent of Adult Population with Less Than High School Diploma, 1990



California = 23.8%  
Source: US Census Bureau



# Estimated Percent of Adult Population with Level 1 or 2 Literacy Proficiency

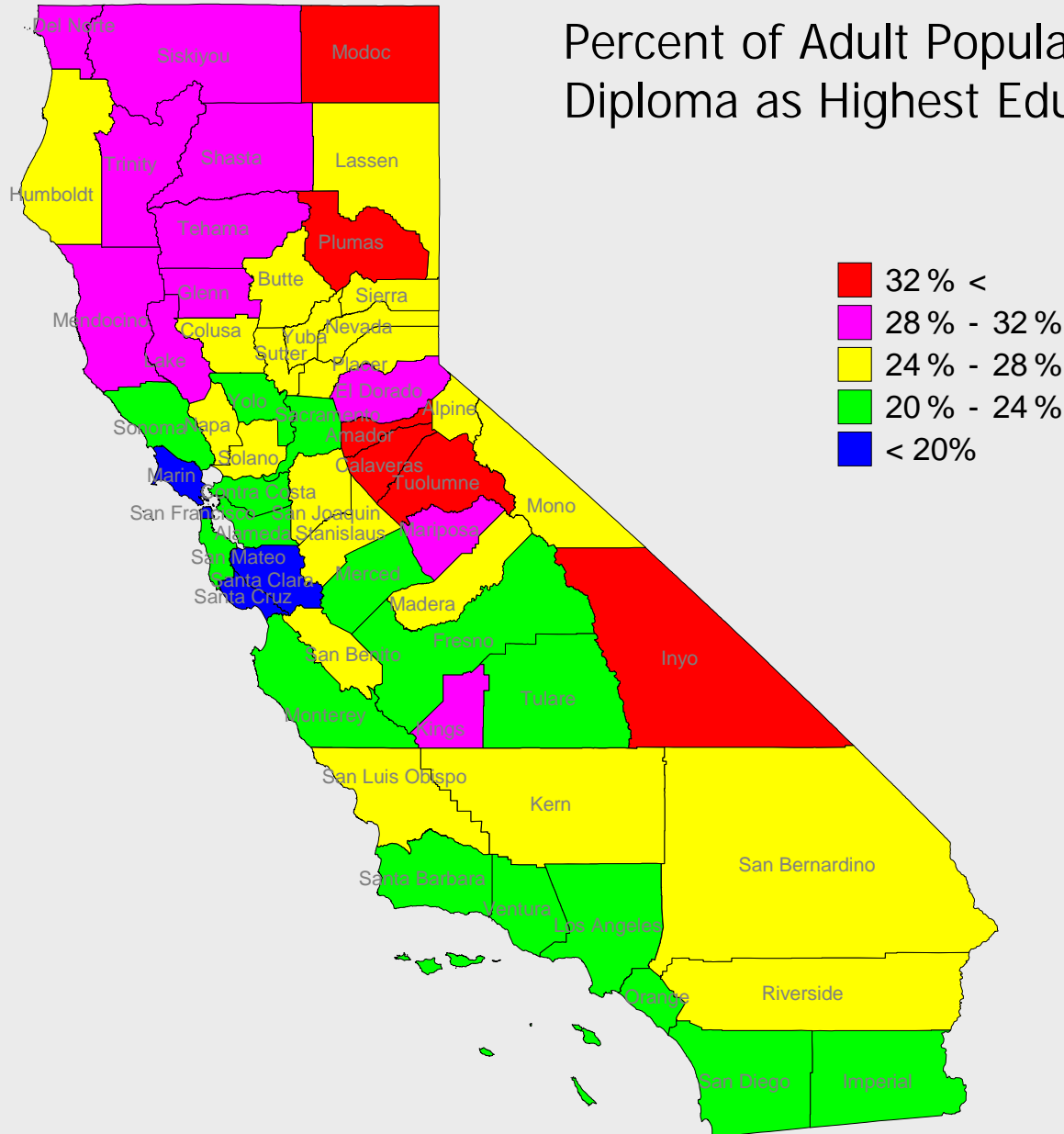


California = 46%

Source: [www.casas.org](http://www.casas.org); Portland State University 1996

\*Data not available for counties with fewer than 5000 individuals age 16 and above.

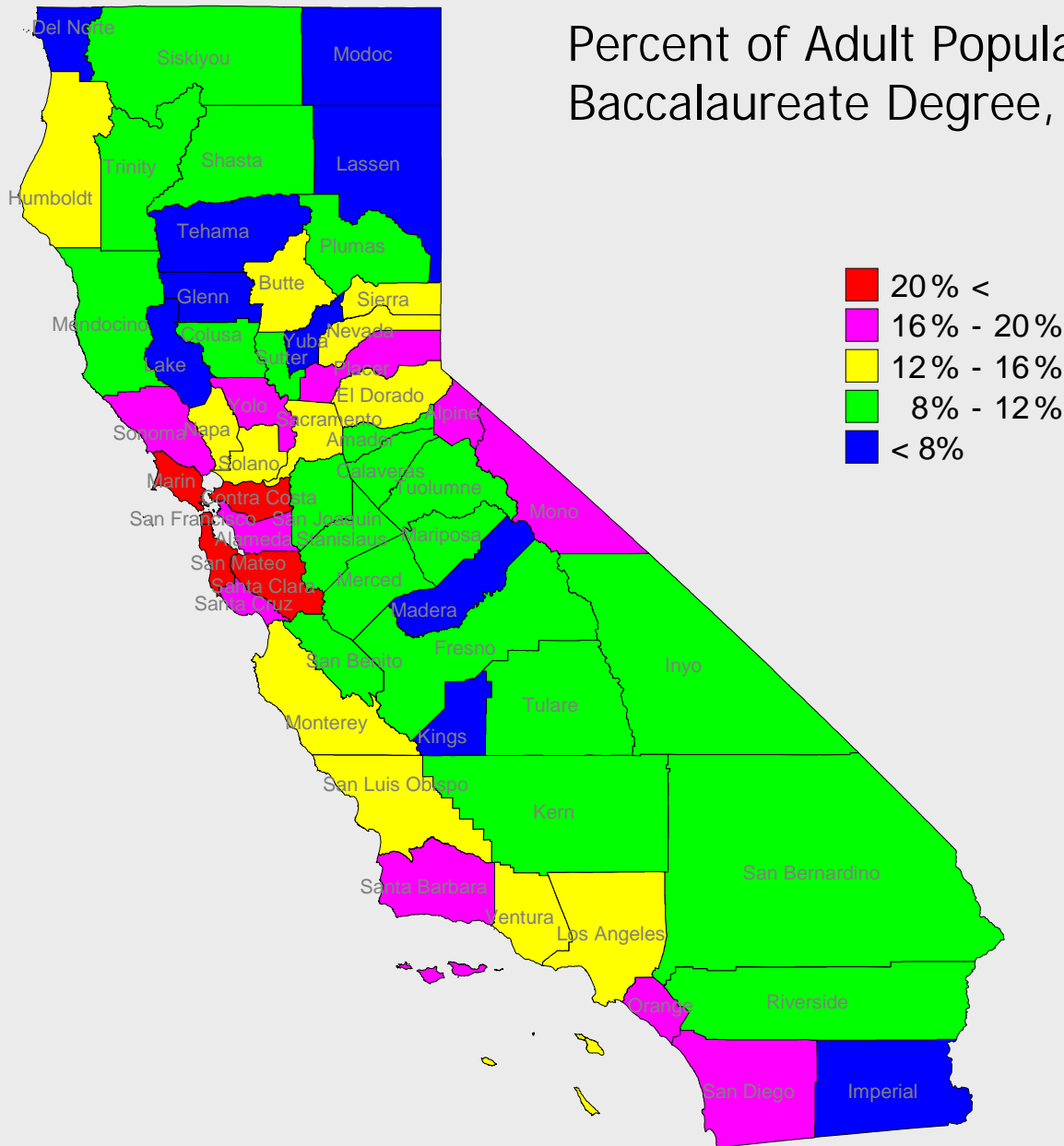
# Percent of Adult Population with High School Diploma as Highest Education Attainment, 1990



California = 22.3%

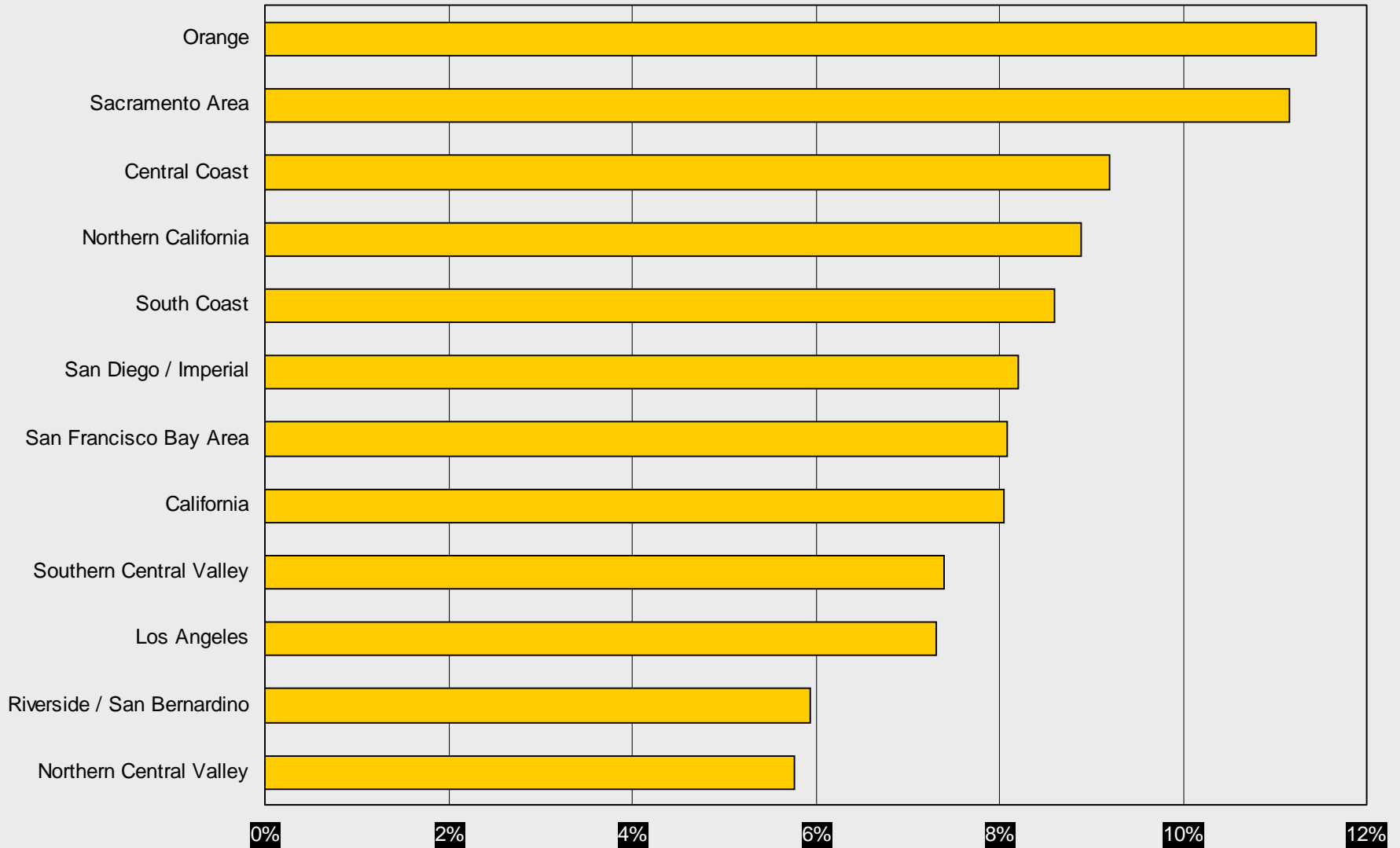
Source: US Census Bureau

# Percent of Adult Population with a Baccalaureate Degree, 1990



California = 15.3%  
Source: US Census Bureau

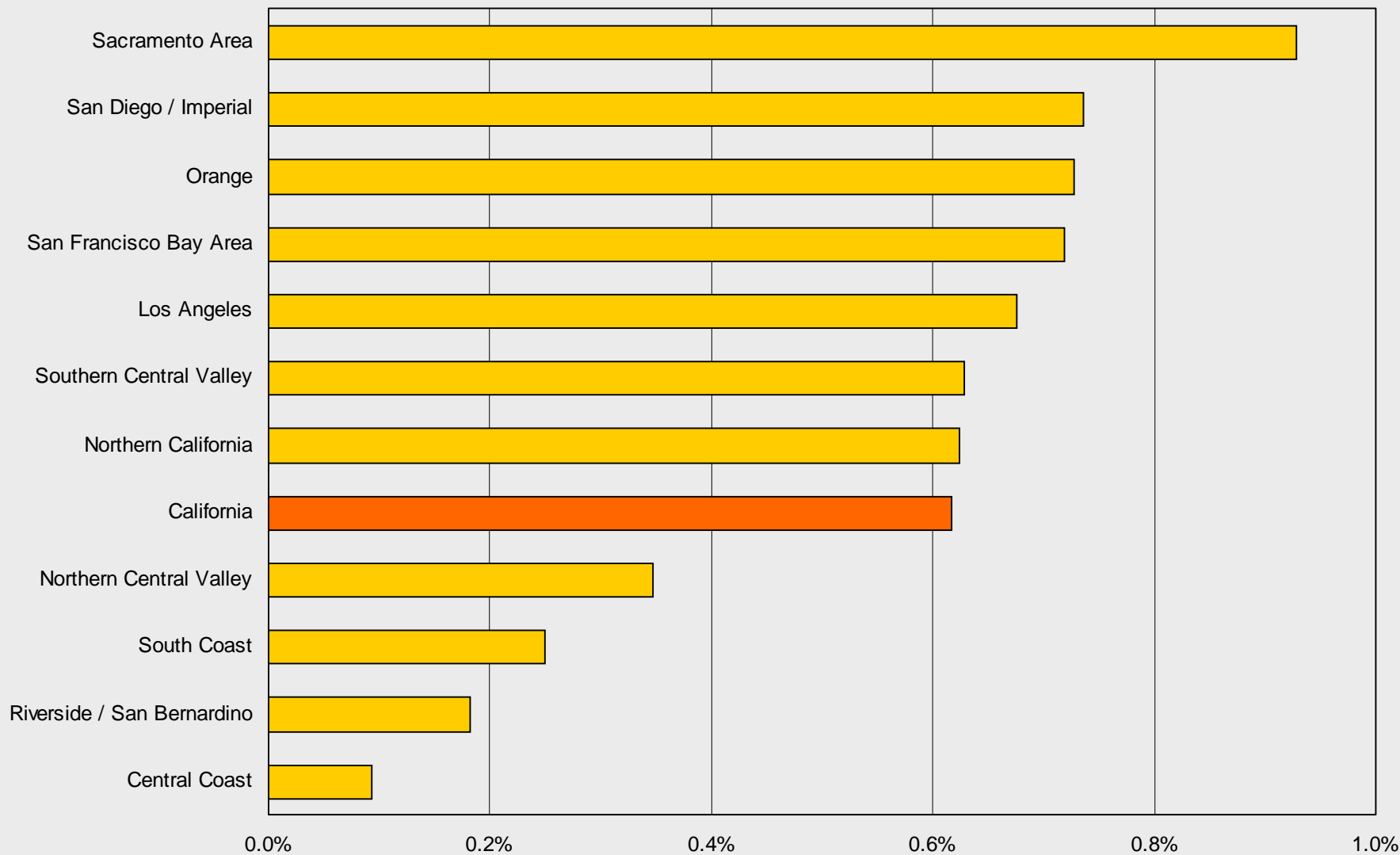
## Part-Time Students as a Proportion of 25-44 Population, by Region



Source: California Postsecondary Education Commission; Academic Year 1999. California Department of Finance; 2000 Estimated Population.

Date: 10-29-01

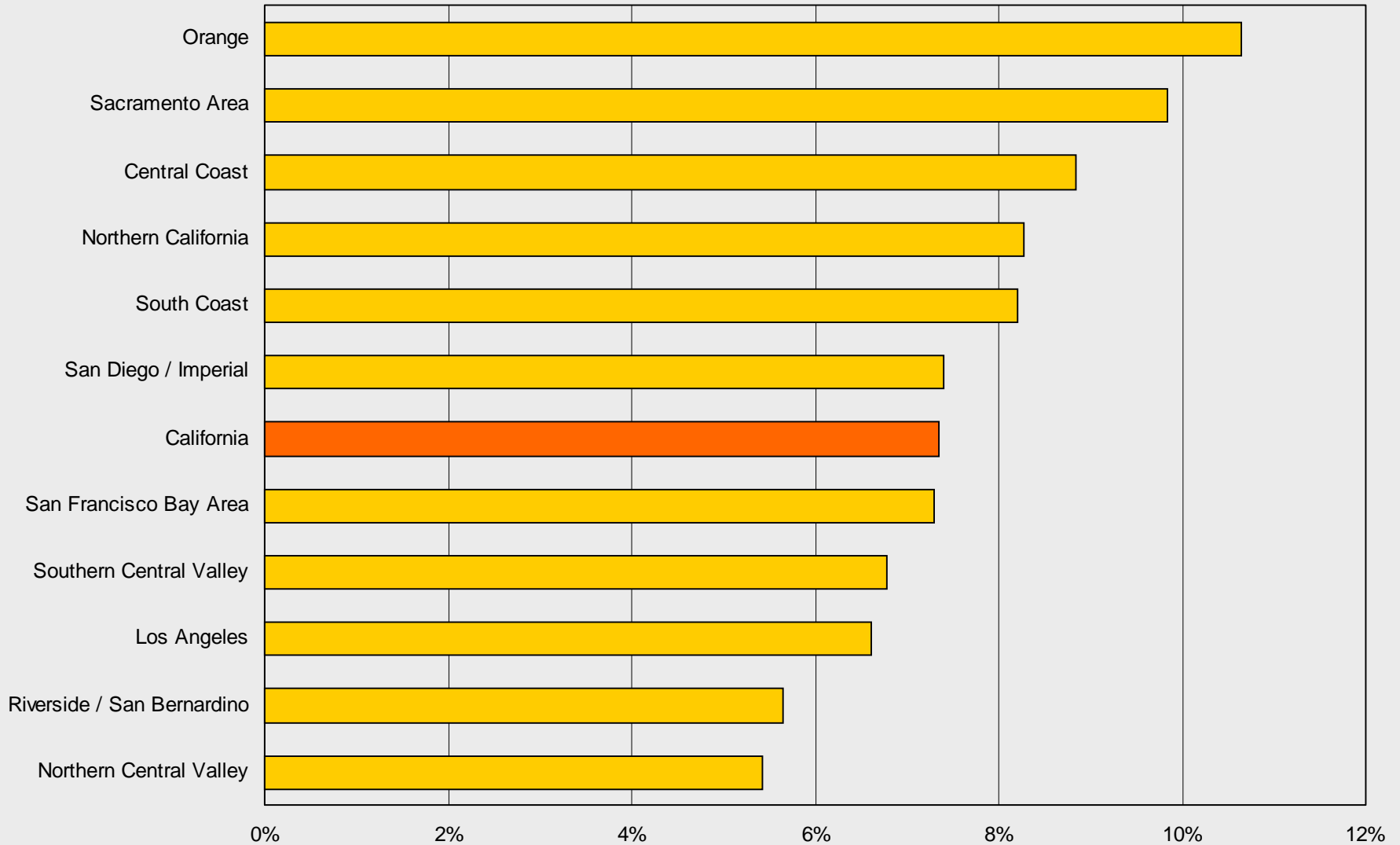
## CSU Part-Time Students as a Proportion of 25-44 Population, by Region



Source: California Postsecondary Education Commission; Academic Year 1999. California Department of Finance; 2000 Estimated Population.

Date: 10-29-01

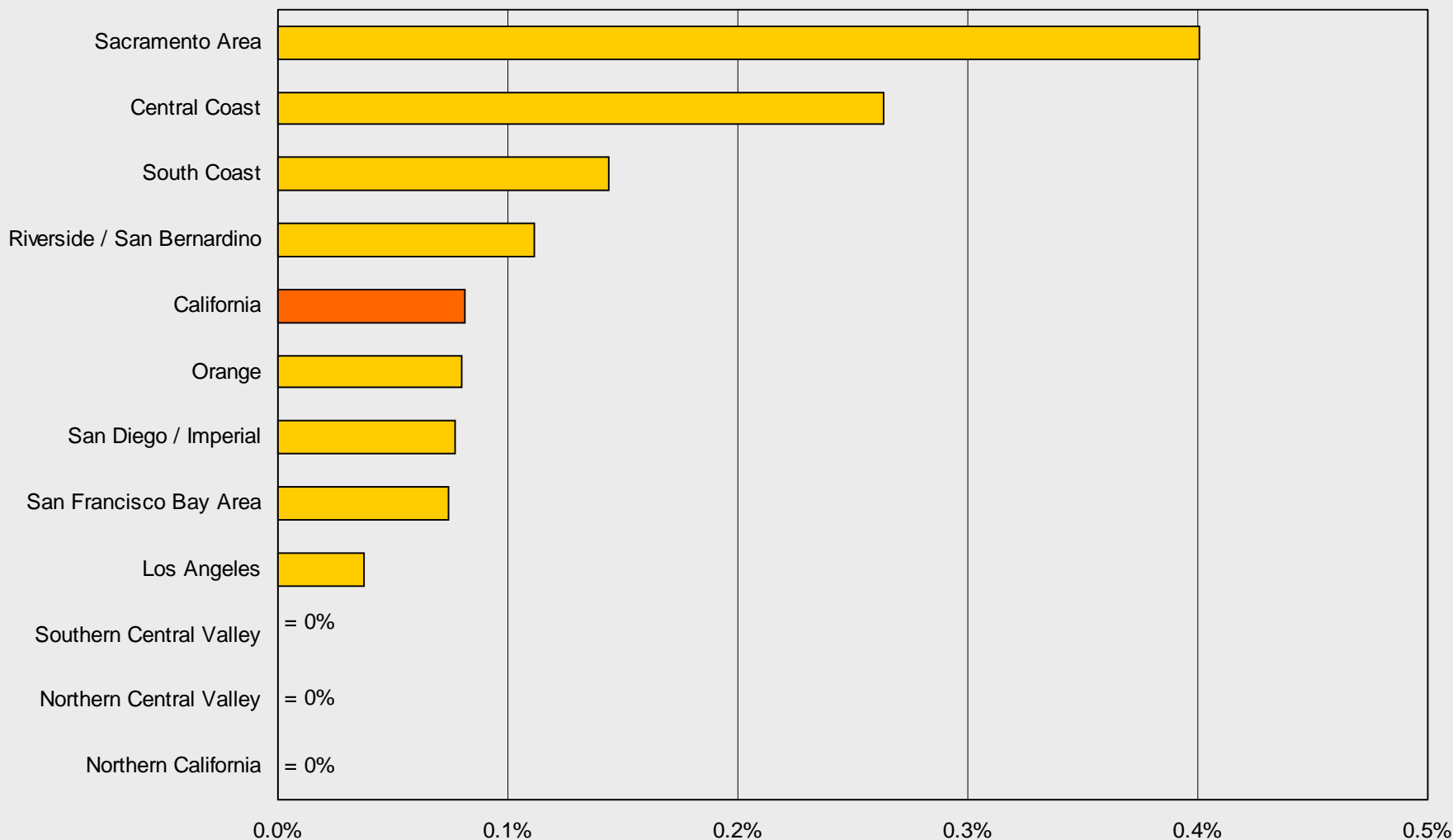
## Community College Part-Time Students as a Proportion of 25-44 Population, by Region



Source: California Postsecondary Education Commission; Academic Year 1999. California Department of Finance; 2000 Estimated Population.

Date: 10-29-01

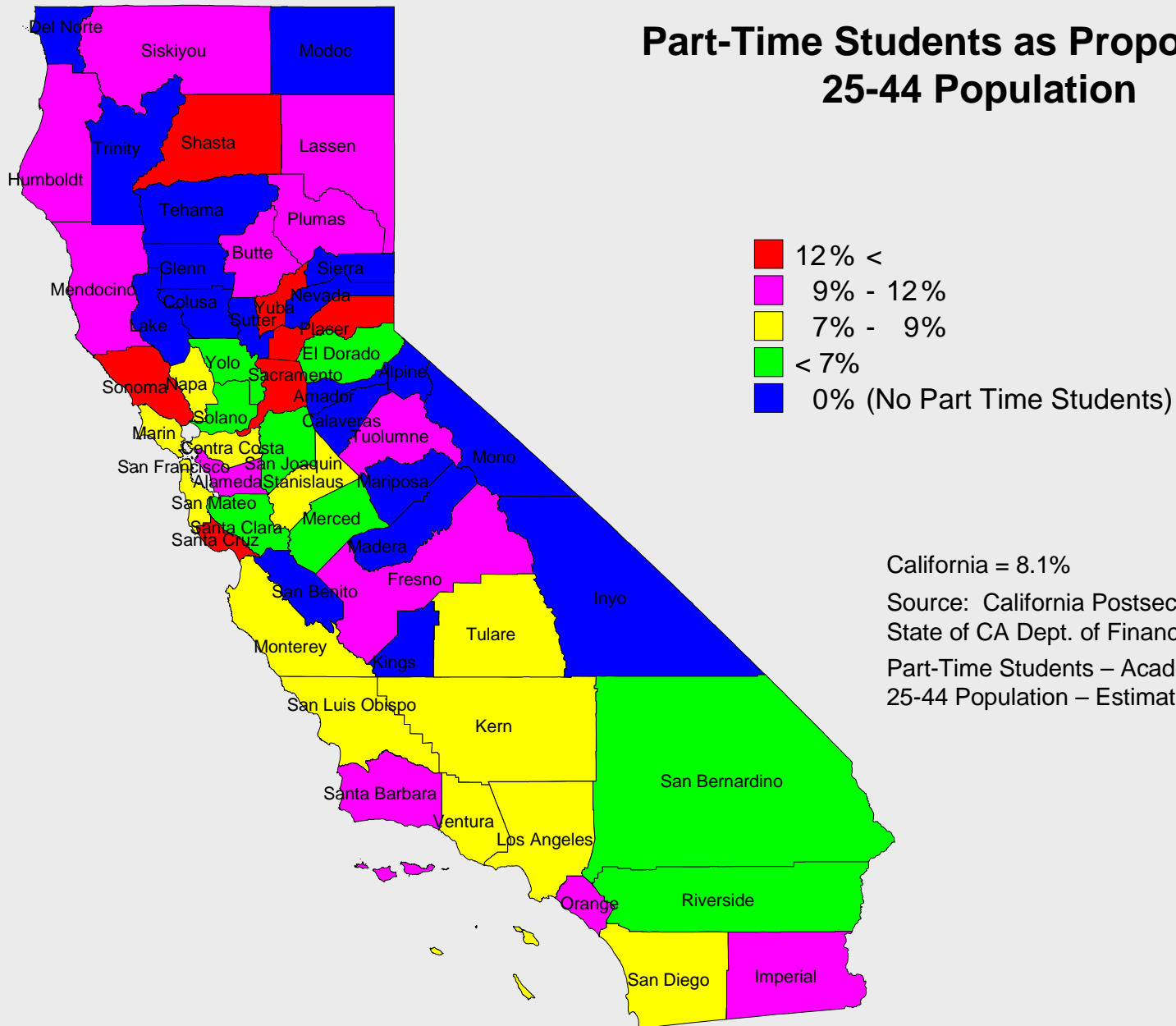
## UC Part-Time Students as a Proportion of 25-44 Population, by Region



Source: California Postsecondary Education Commission; Academic Year 1999. California Department of Finance; 2000 Estimated Population.

Date: 10-29-01

# Part-Time Students as Proportion of 25-44 Population



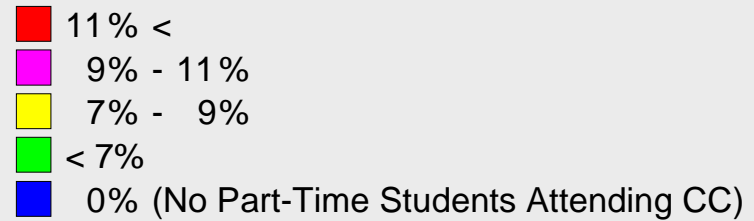
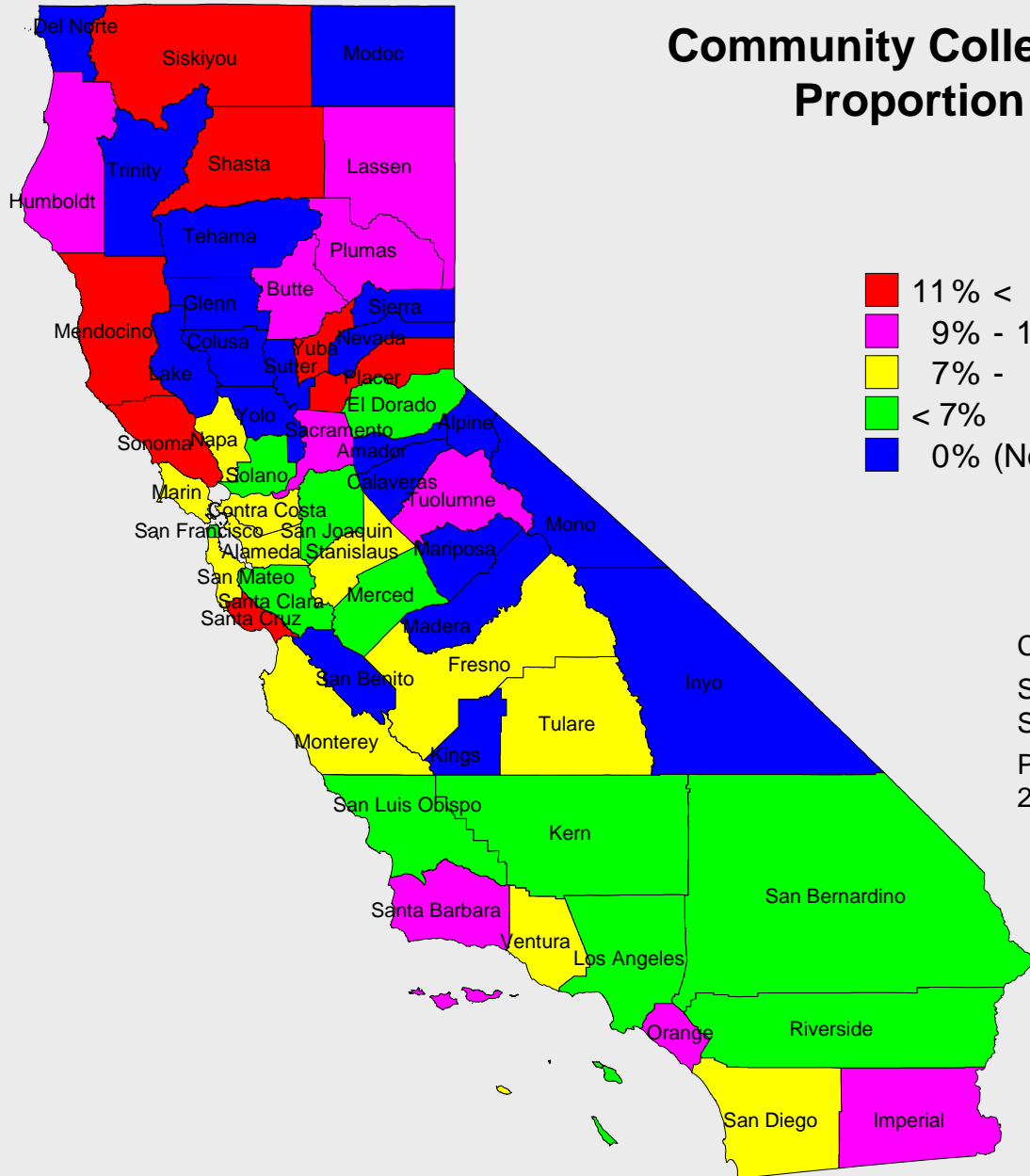
California = 8.1%

Source: California Postsecondary Education Commission;  
State of CA Dept. of Finance

Part-Time Students – Academic Year 1999.  
25-44 Population – Estimated 2000.



# Community College Part-Time Students as Proportion of 25-44 Population

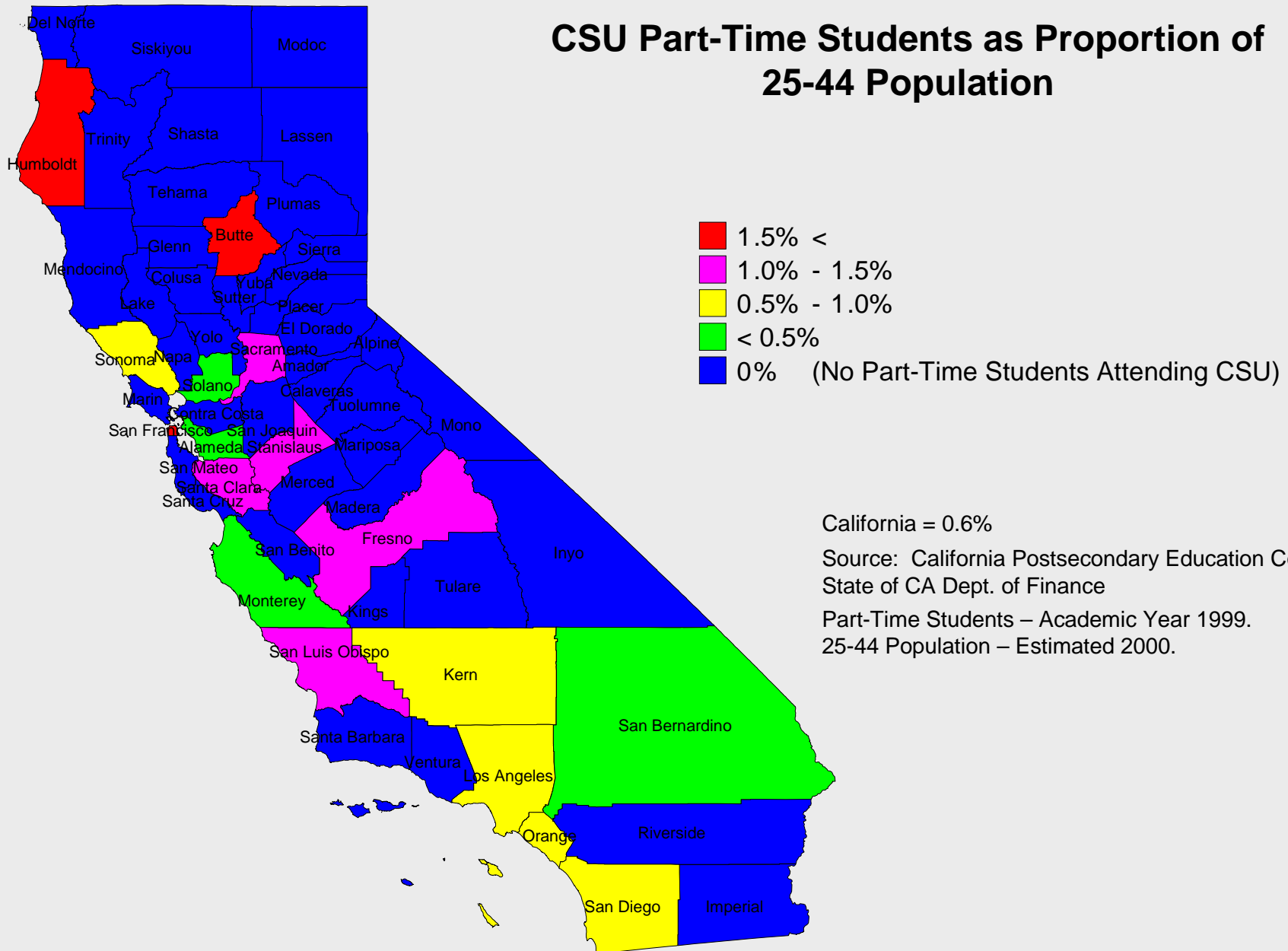


California = 7.4%

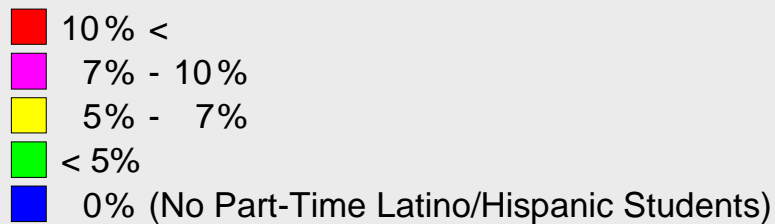
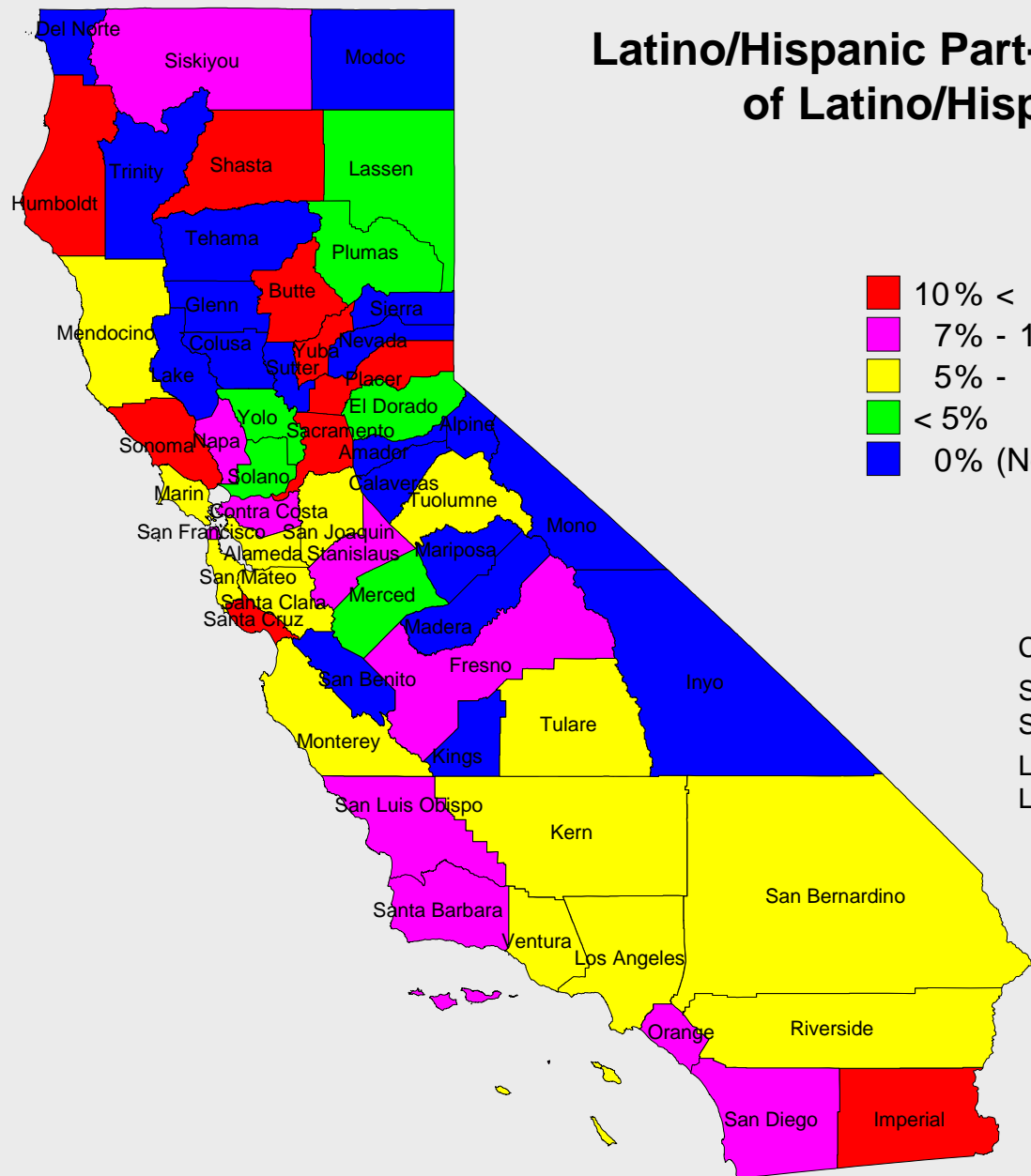
Source: California Postsecondary Education Commission;  
State of CA Dept. of Finance

Part-Time Students – Academic Year 1999.  
25-44 Population – 2000.

# CSU Part-Time Students as Proportion of 25-44 Population



# Latino/Hispanic Part-Time Students as Proportion of Latino/Hispanic 25-44 Population



California = 6.4%

Source: California Postsecondary Education Commission;  
State of CA Dept. of Finance

Latino/Hispanic Part-Time Students – Academic Year 1999.  
Latino/Hispanic 25-44 Population – Estimated 2000.

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## Appendix B

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# California Higher Education Today



Commission Retreat  
San Diego, California  
November 3, 2001



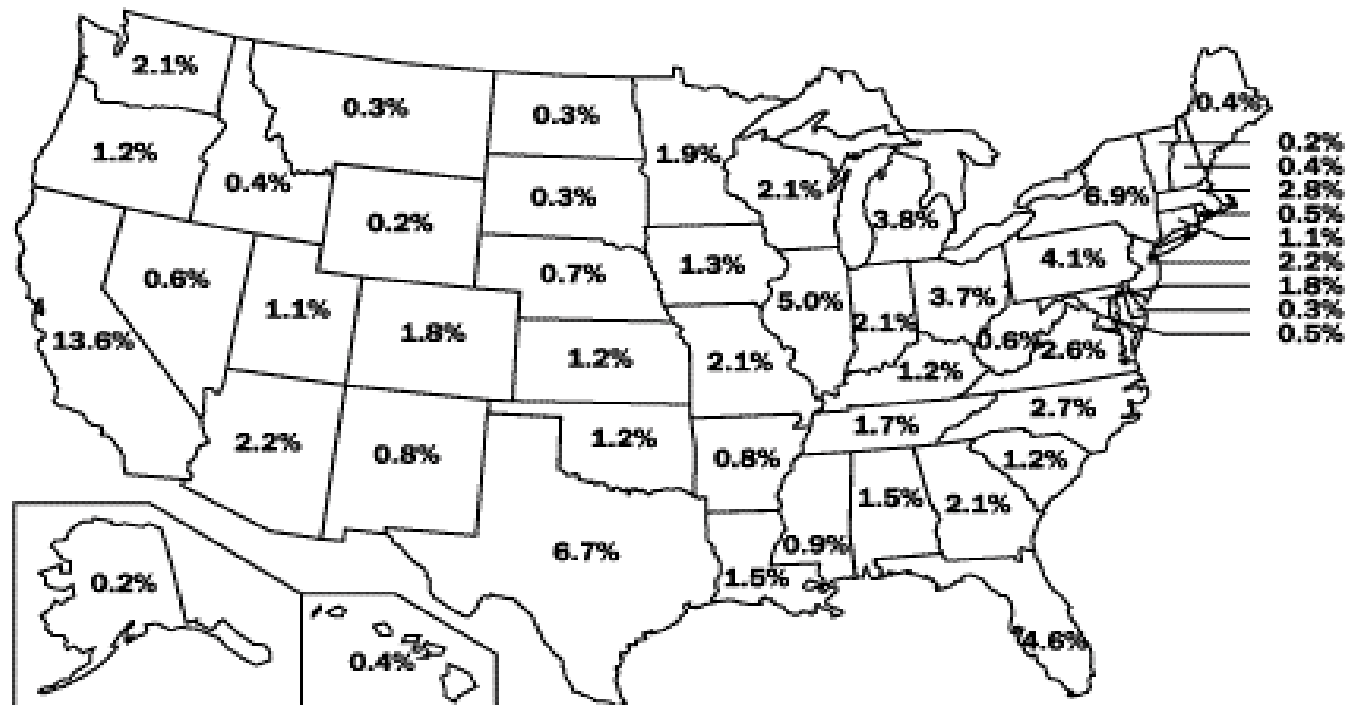
California Postsecondary Education Commission  
1303 J Street, Suite 500  
Sacramento, CA 95814  
916.445.7933  
[www.cpec.ca.gov](http://www.cpec.ca.gov)



# **California in a National Context**

# California has 13.6% of the total US college enrollment

**States' Share of Total U.S. College Enrollment,  
Fall 1999**



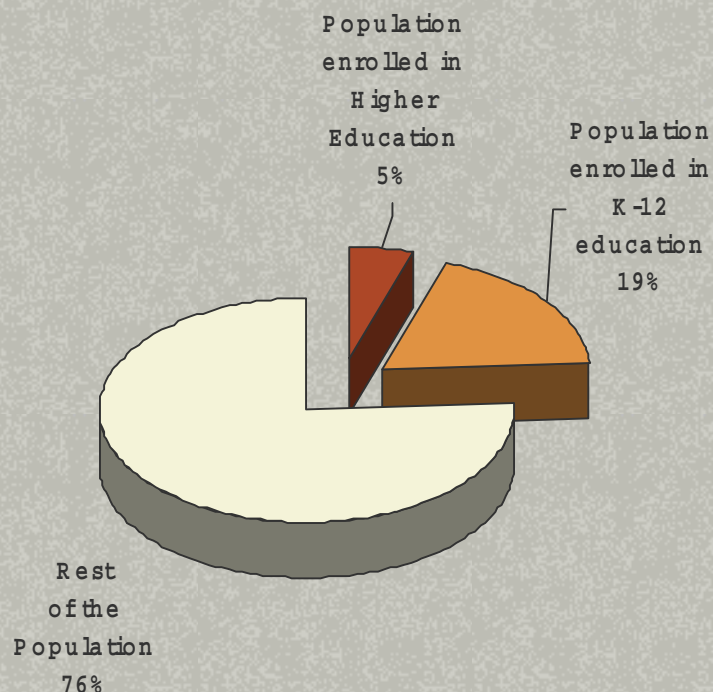
Source: U.S. Department of Education



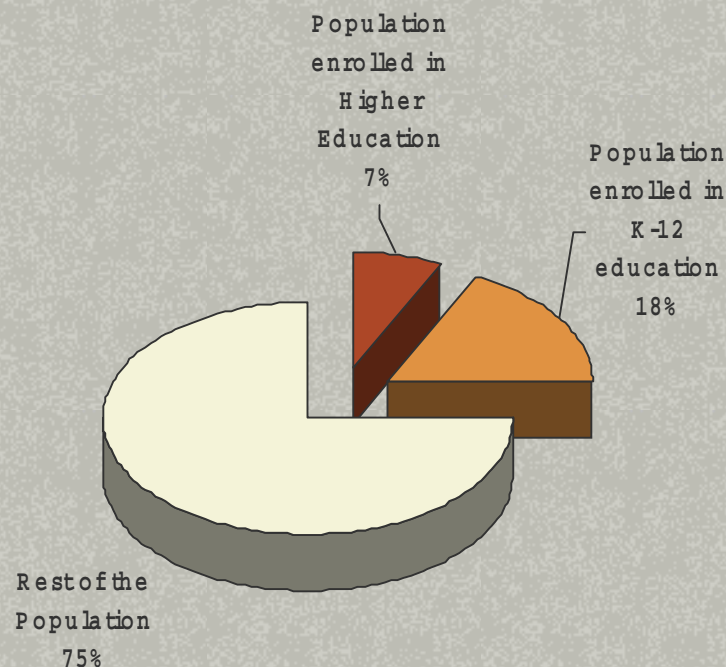


# About $\frac{1}{4}$ of the US and CA population is engaged in education

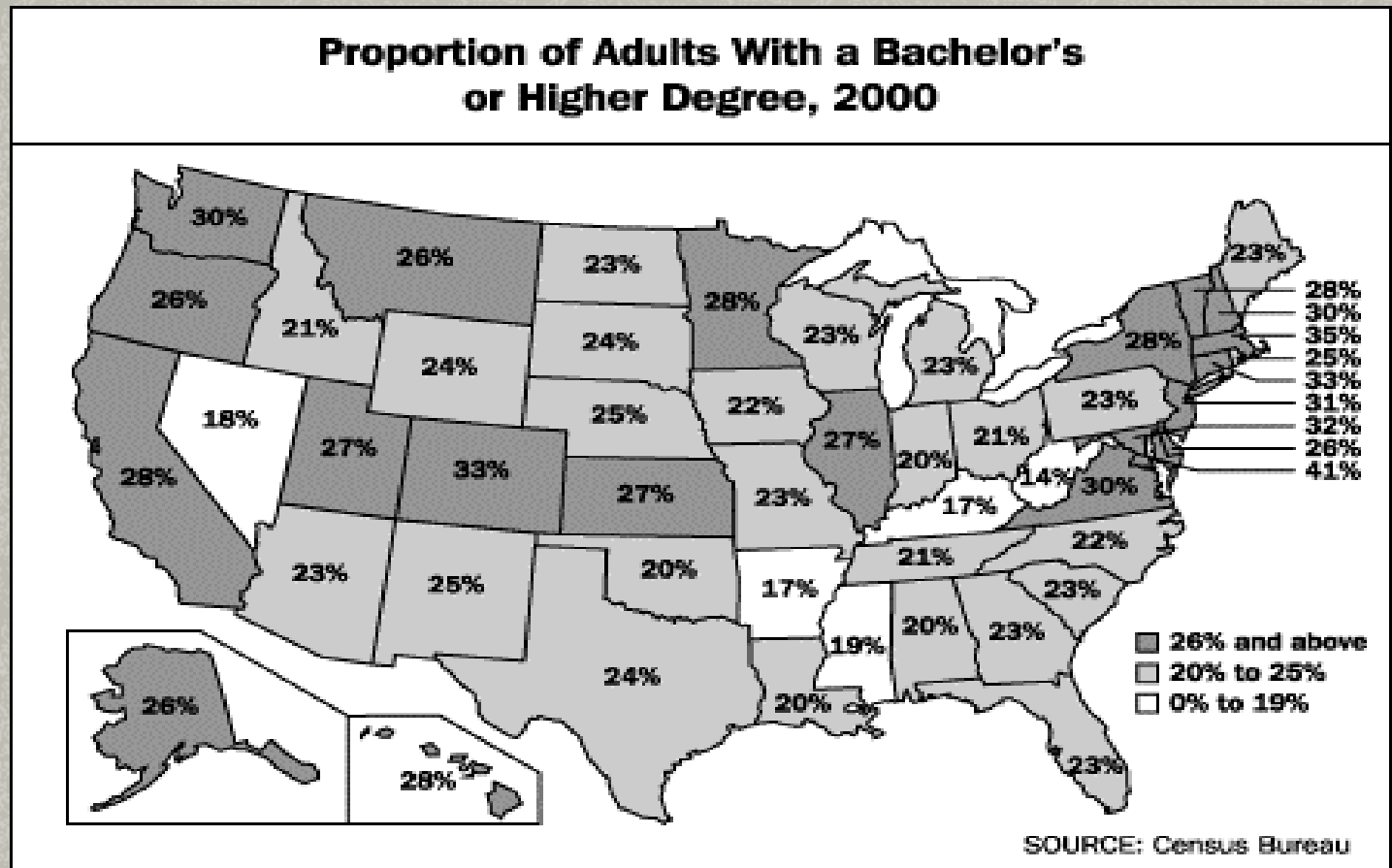
## Nation



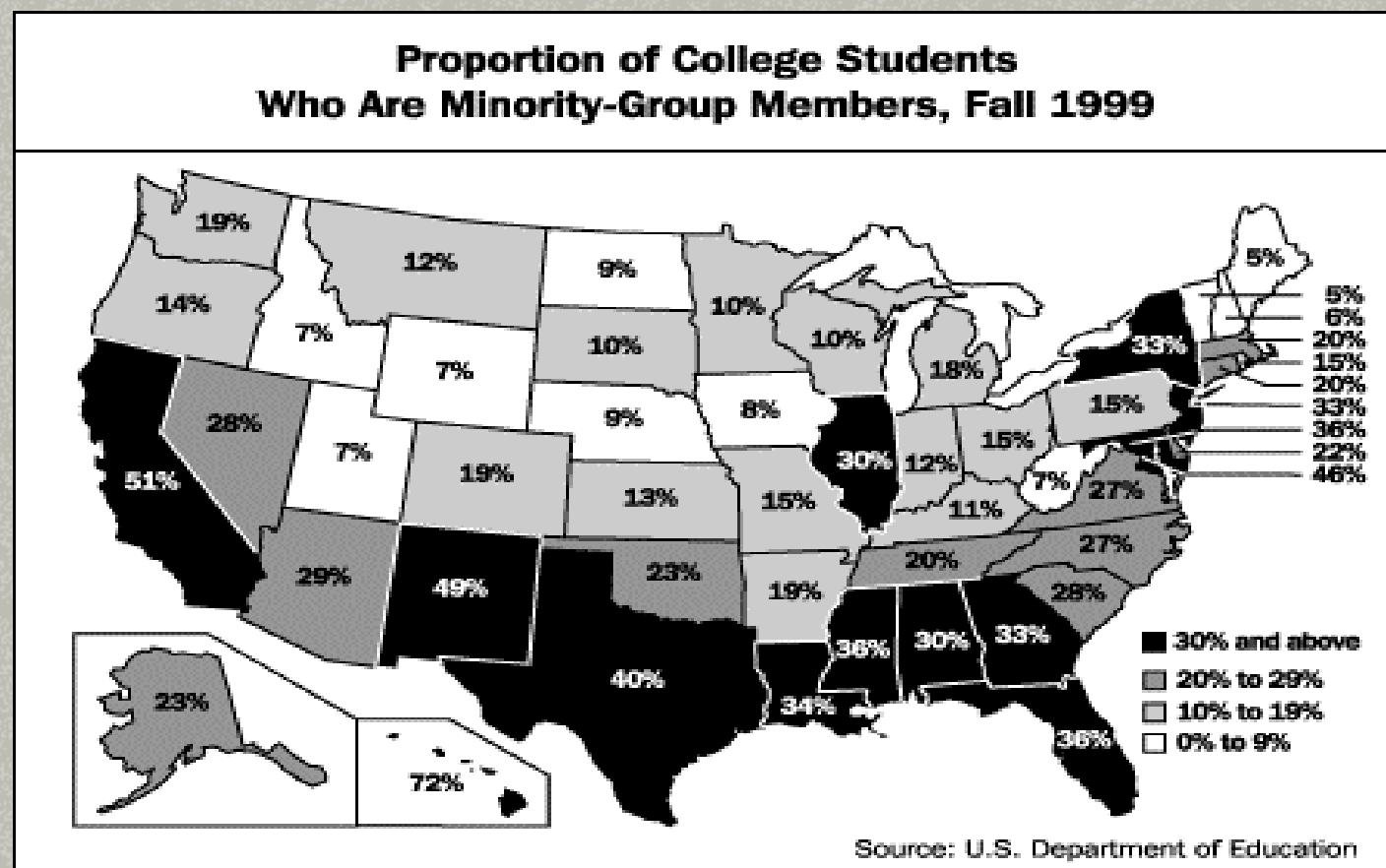
## California



In California, 28% of adults have a bachelor or higher degree



In California, 51% of college students are racial/ethnic minority group members

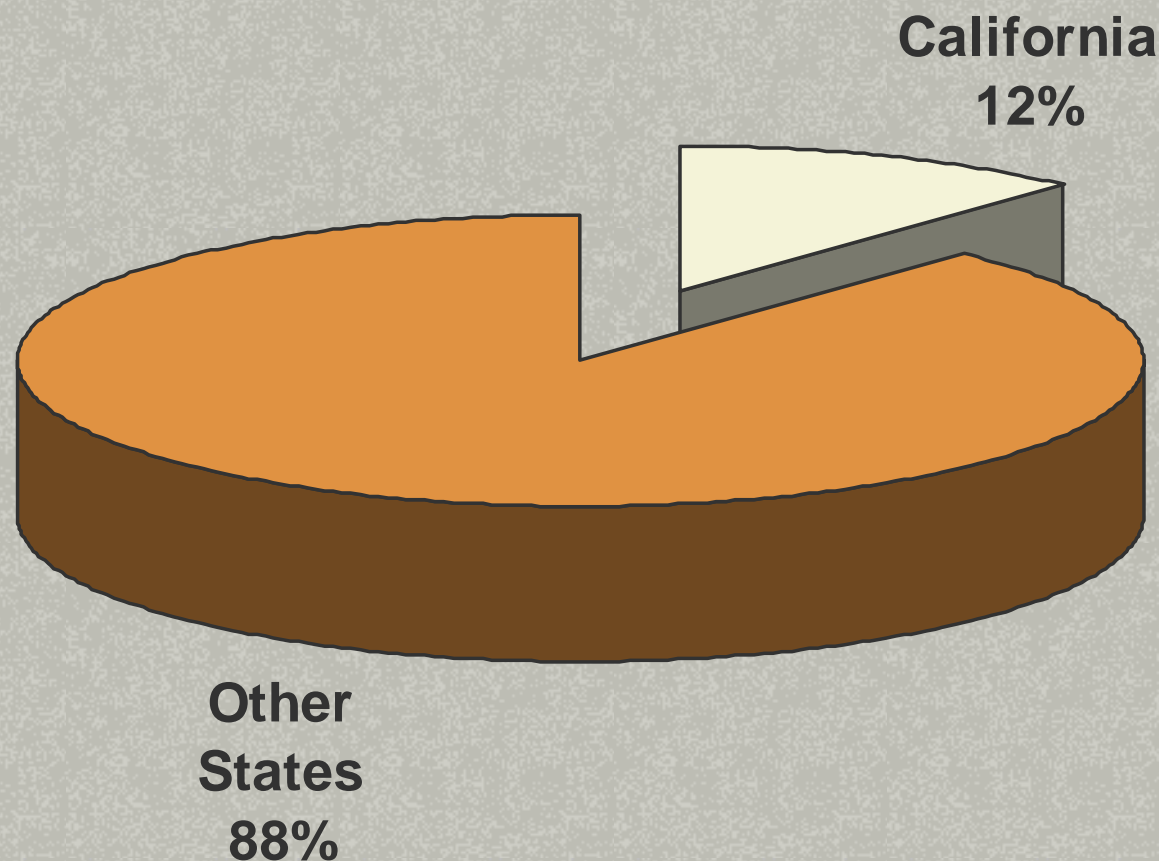





# California Population



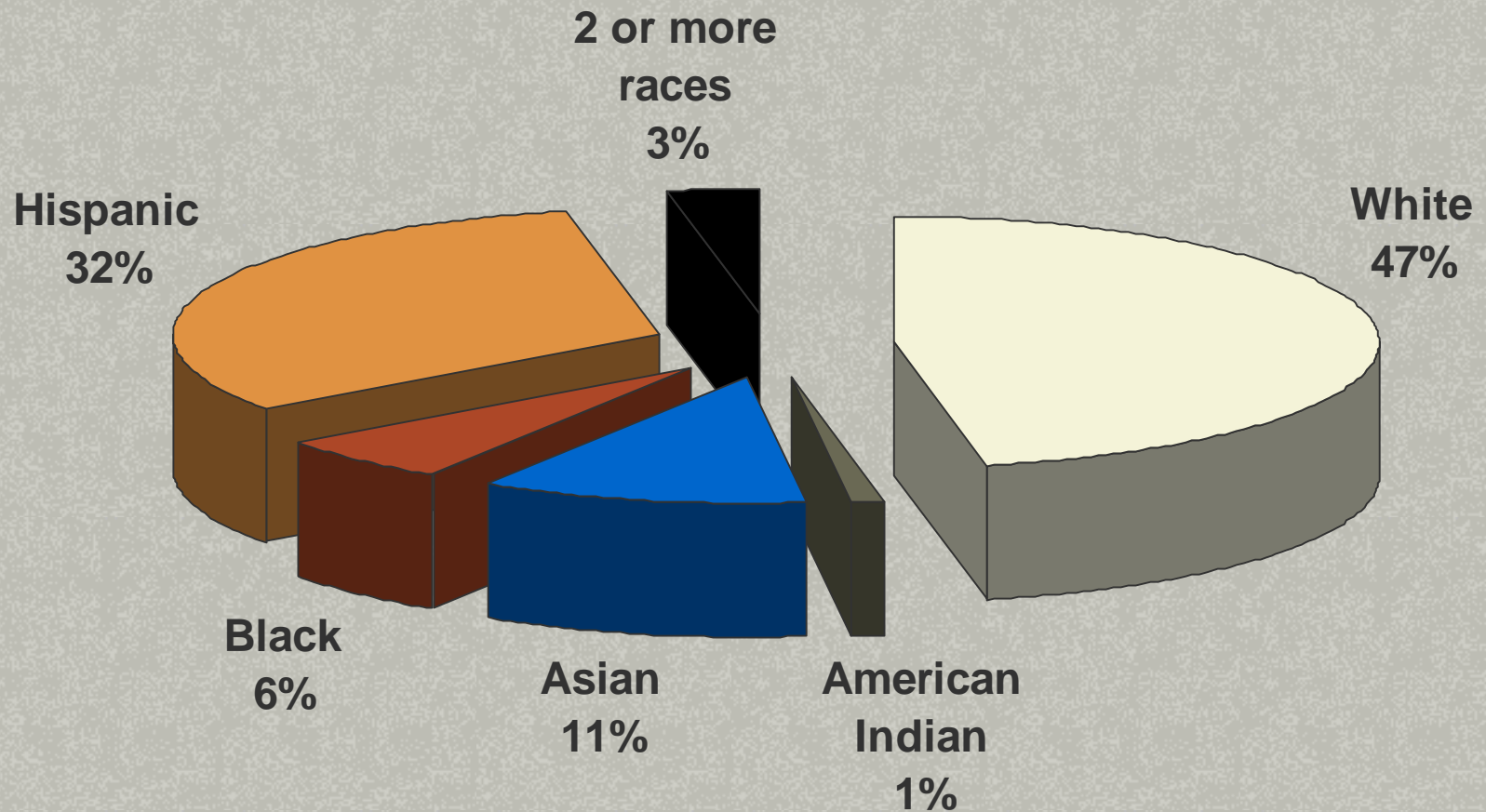
# California has 12% of the Total US population



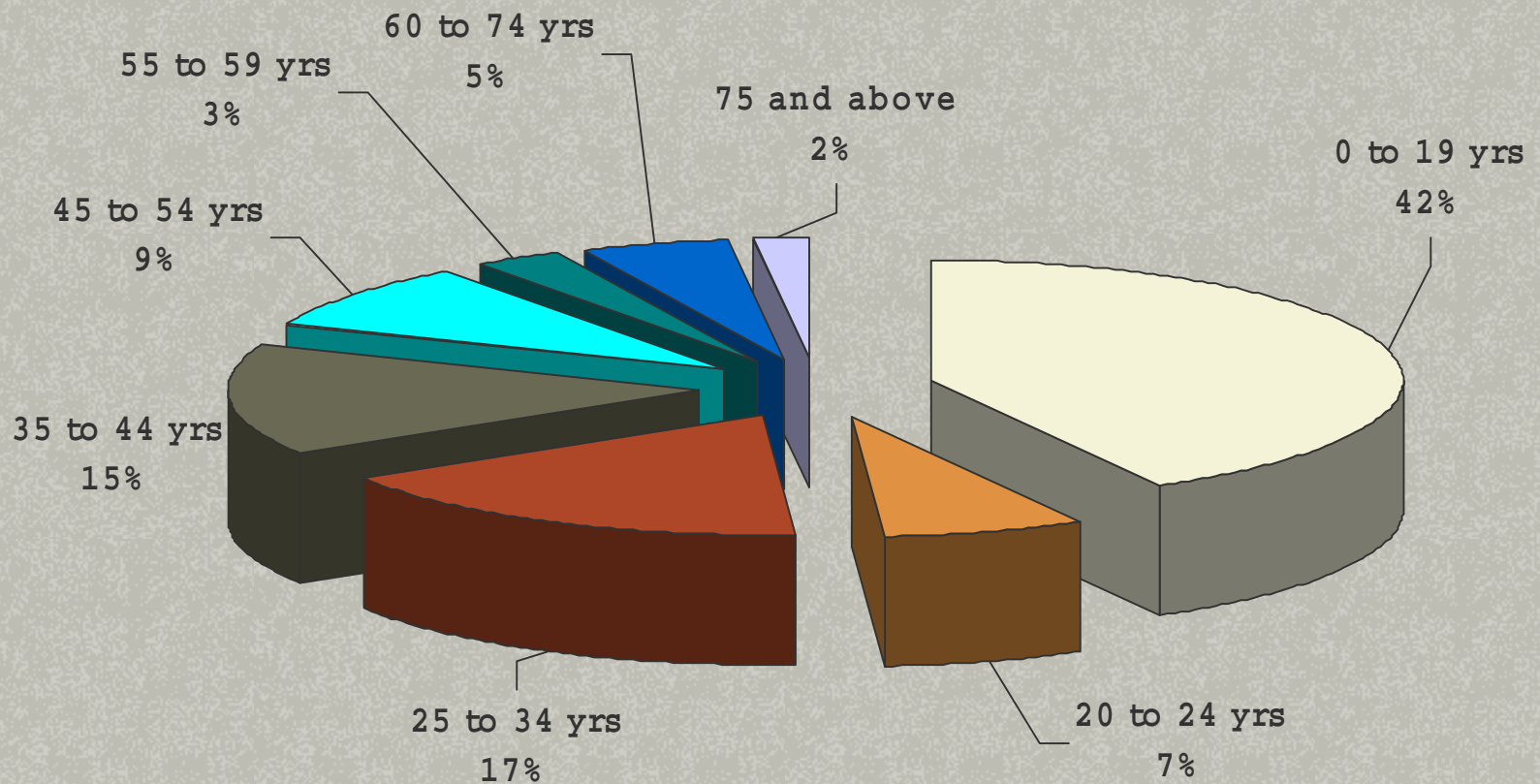




# One out of every 3 Californians is of Hispanic origin




# One out of every two Hispanics in California is 24 years old or less





# California K-12 Education

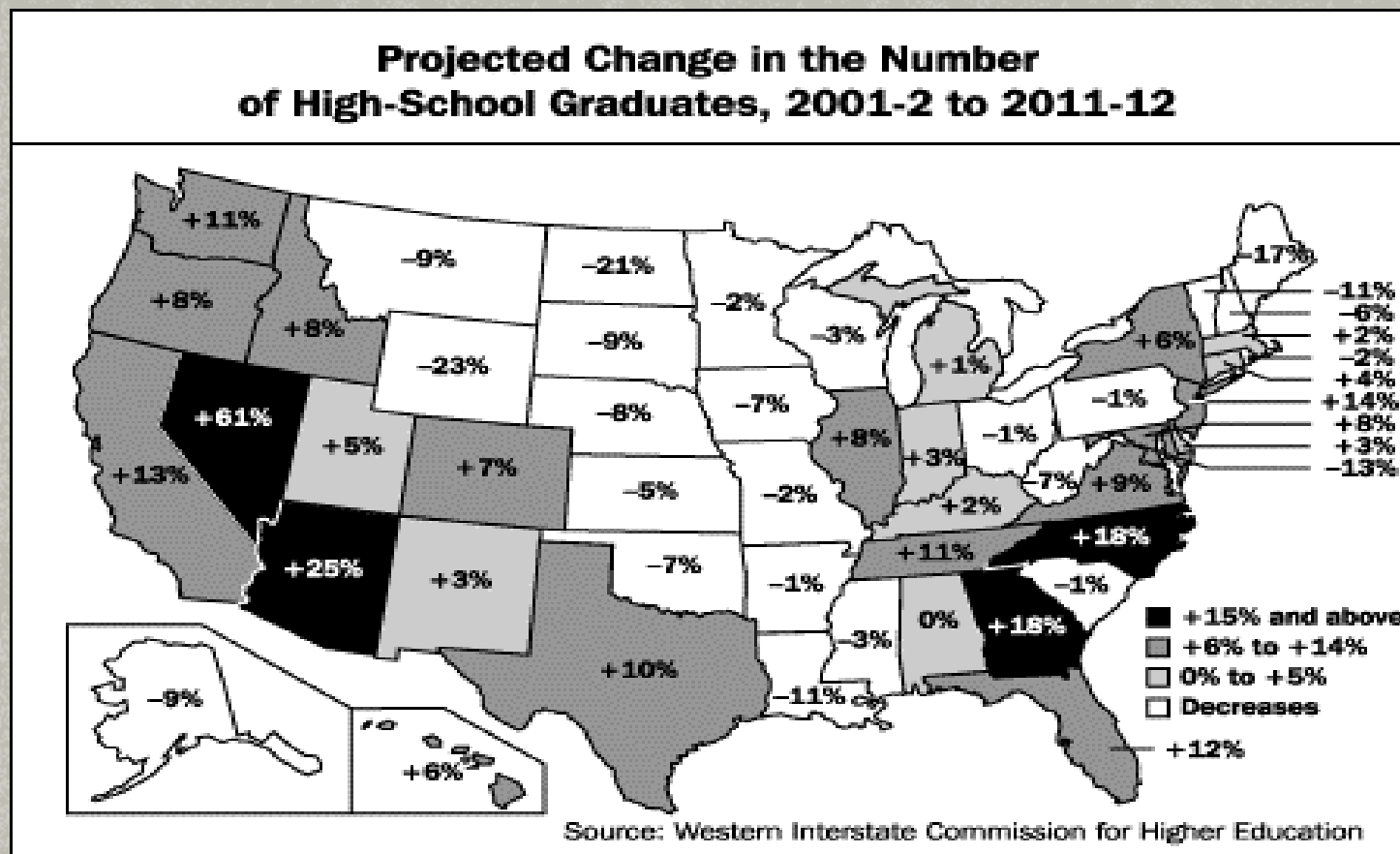




# California Elementary and Secondary Education

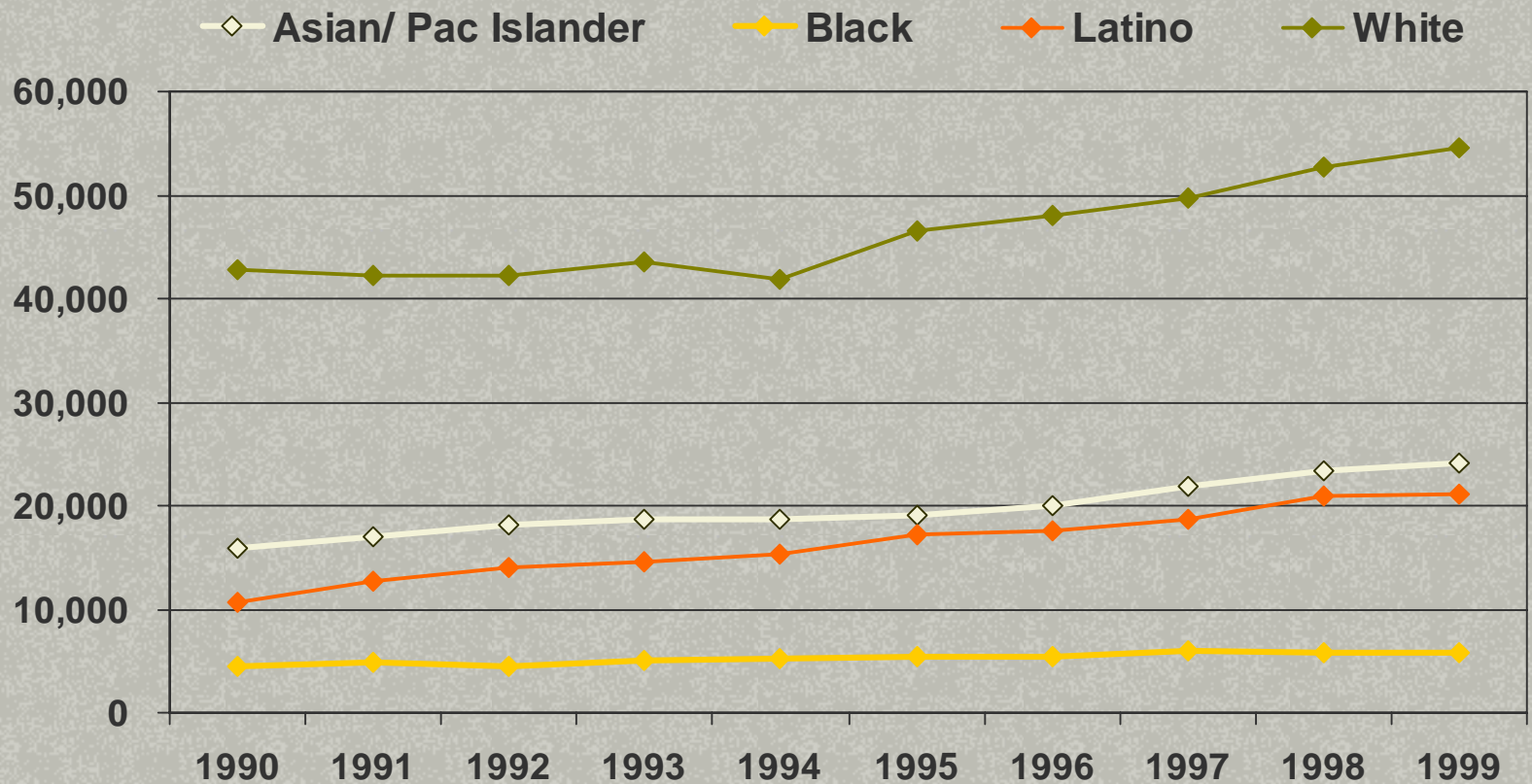
	Public	Private
Students	6 million	628,746
Schools	8,757	4,310
Districts	1,055	N/A
Teachers	301,361	54,672
High school Graduates (1999)	299,221	29,394
Student/Teacher Ratio	21:1	9:1

# California's high school graduates are projected to grow by 13%



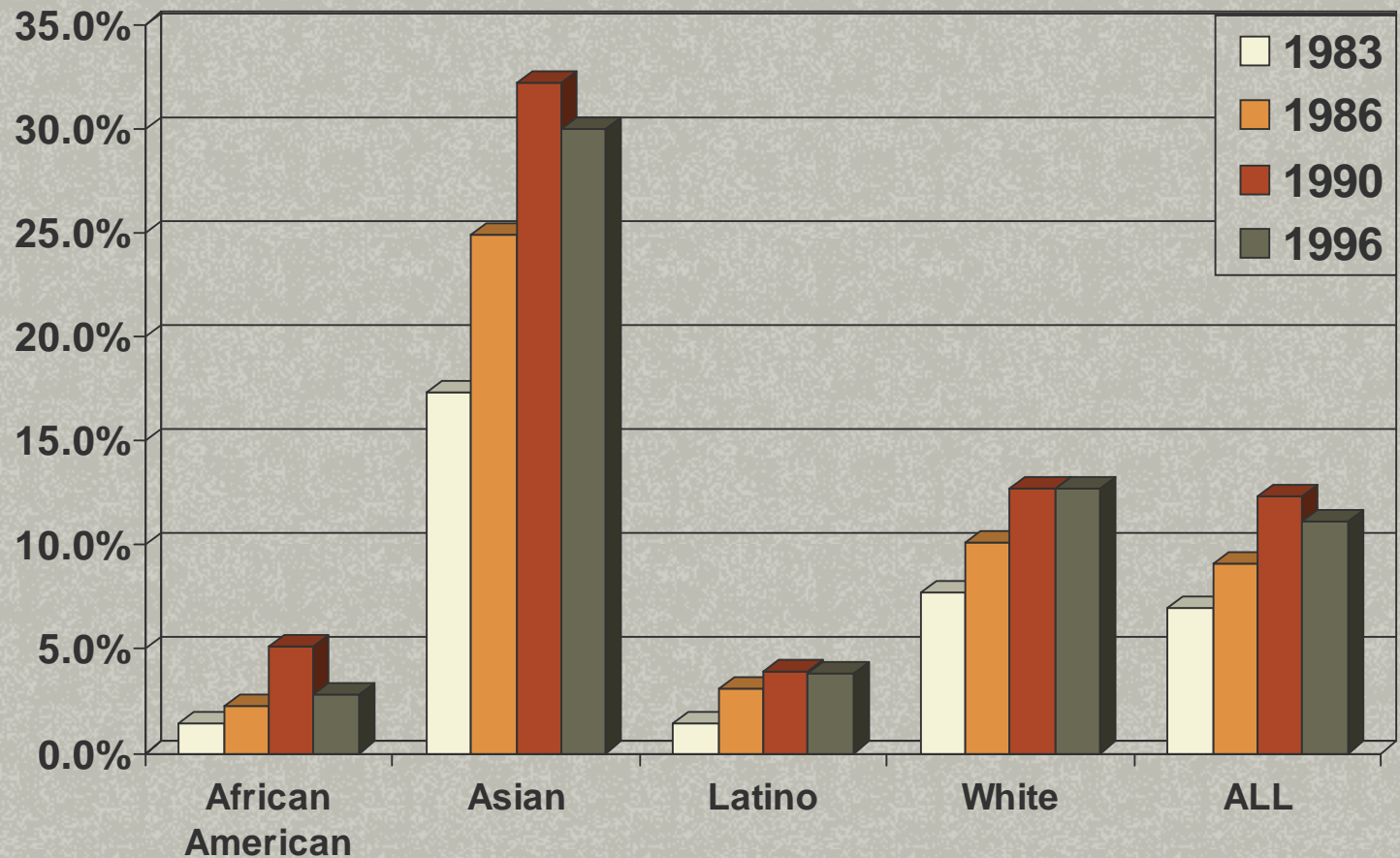


# CA Public High School “a-f” Completions by Race/Ethnicity



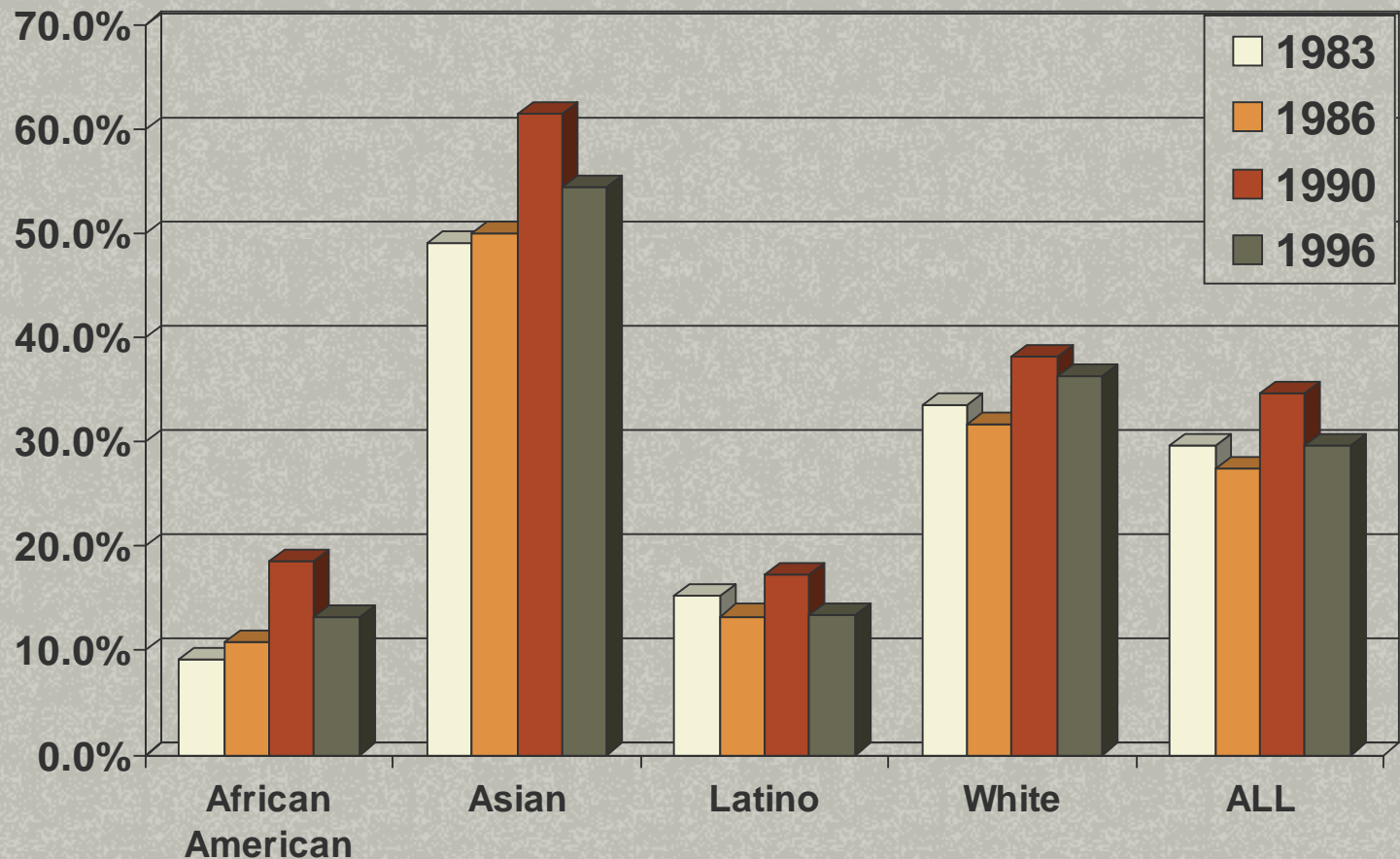


# Public HS Graduates Eligible for Freshmen Admission to the **University of California**, by Race/Ethnicity, 1983, 1986, 1990, and 1996





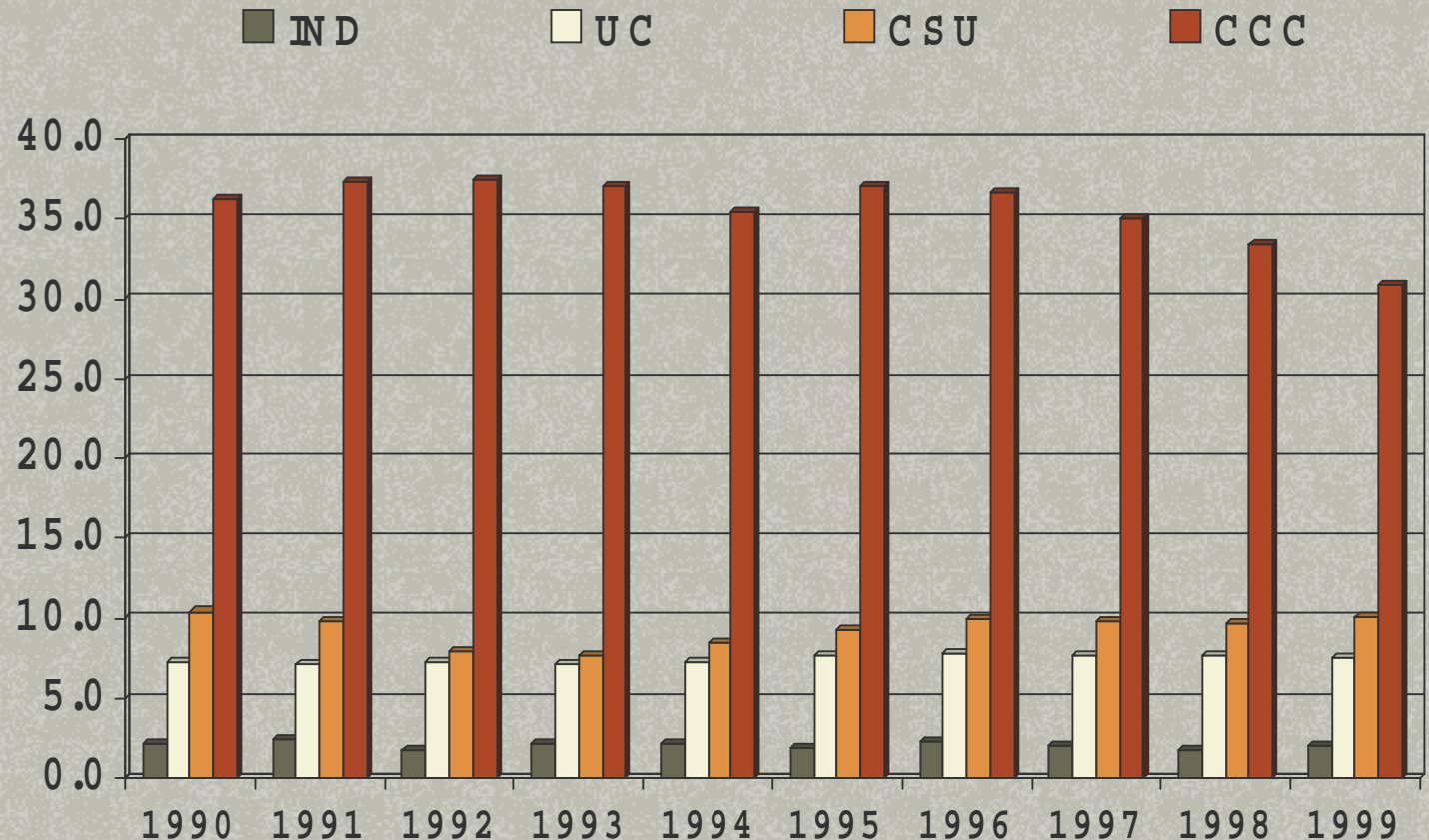
# Public HS Graduates Eligible for Freshmen Admission to the **California State University**, by Race/Ethnicity, 1983, 1986, 1990, and 1996







# College Going Rates of Recent California High School Graduates





# California Higher Education



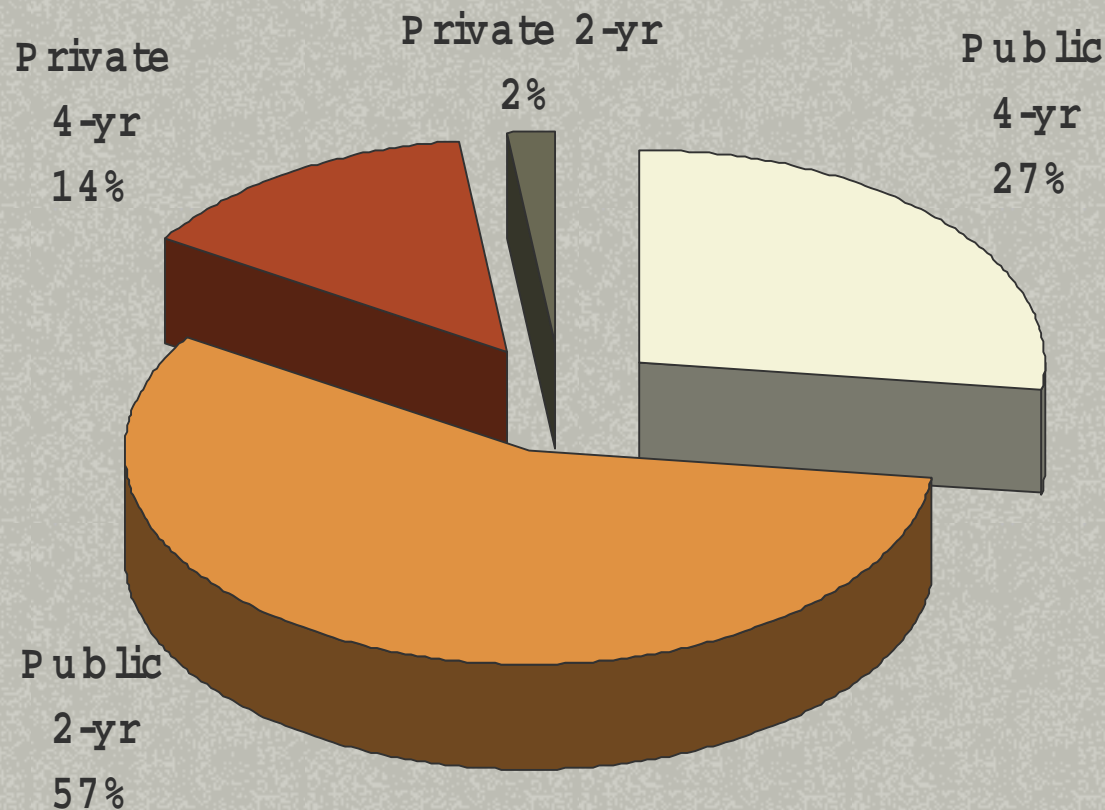
# Overview of California Higher Education Segments

	California Community Colleges	California State University	University Of California	Independent (WASC- accredited)	Private Postsecondary Institutions
<b># of Campuses</b>	108	23	10	118	275 Degree- granting 2,400 vocational
<b>Total Fall Headcount Enrollment</b>	1.6 million	367,000 292,000 UG 42,000 Graduate 32,000 Post Baccalaureate	184,000 141,000 UG 42,000 Graduate/ Professional	217,000 118,000 UG 99,000 Graduate/ Professional	413,000 (est.) 88,000 Degree- seeking 325,000 Vocational
<b>Degrees Awarded</b>	64,000 Associate 32,500 Certificates	55,600 Bachelor 13,500 Master 40 Doctorate	33,000 Bachelor 6,500 Master 2,700 Doctorate 2,400 Professional	26,000 Bachelor 20,000 Master 2,300 Doctorate 4,200 Professional	Not available

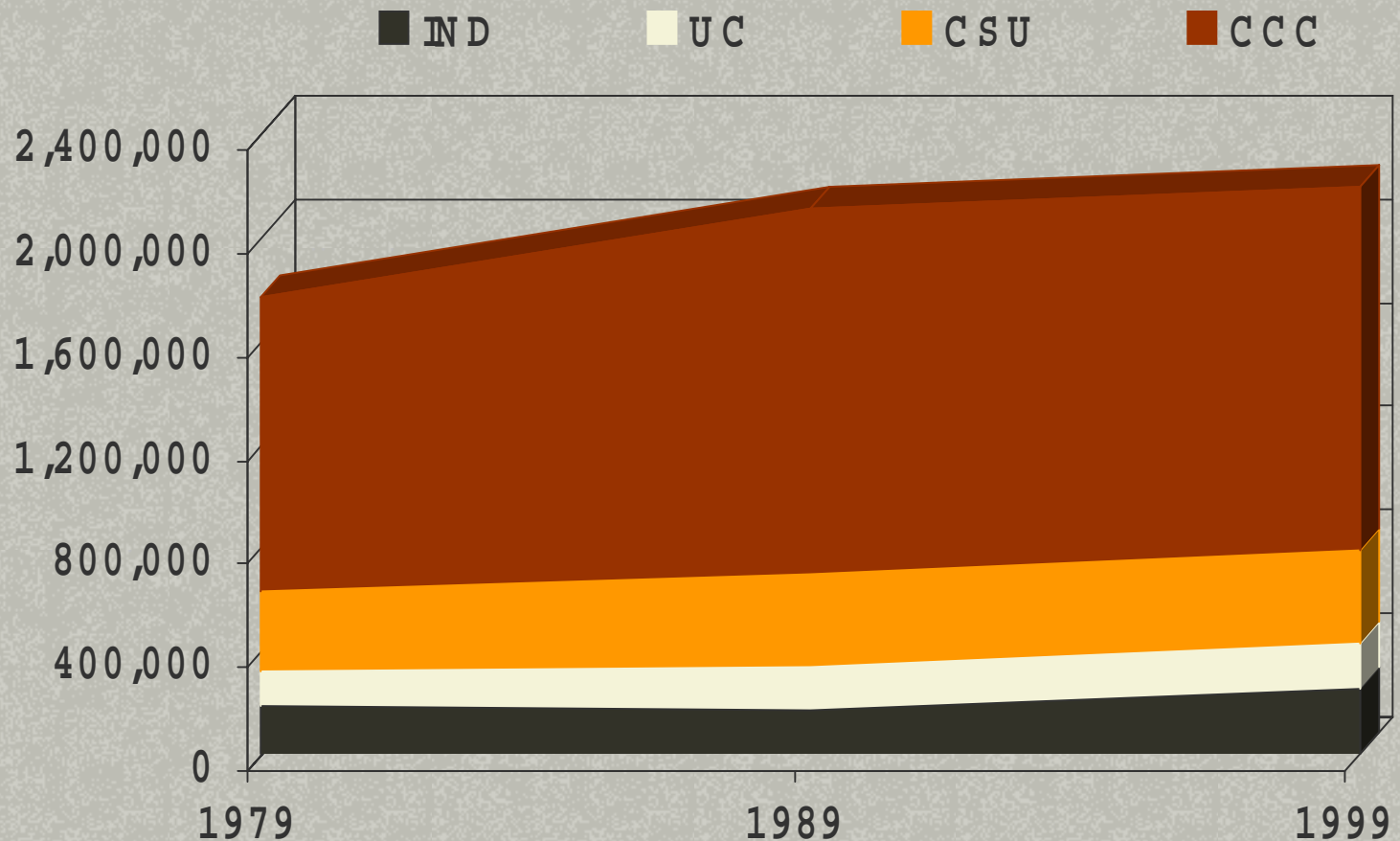




# California college enrollment by system, Fall 1999




# California College Enrollment, Fall 1979-1999

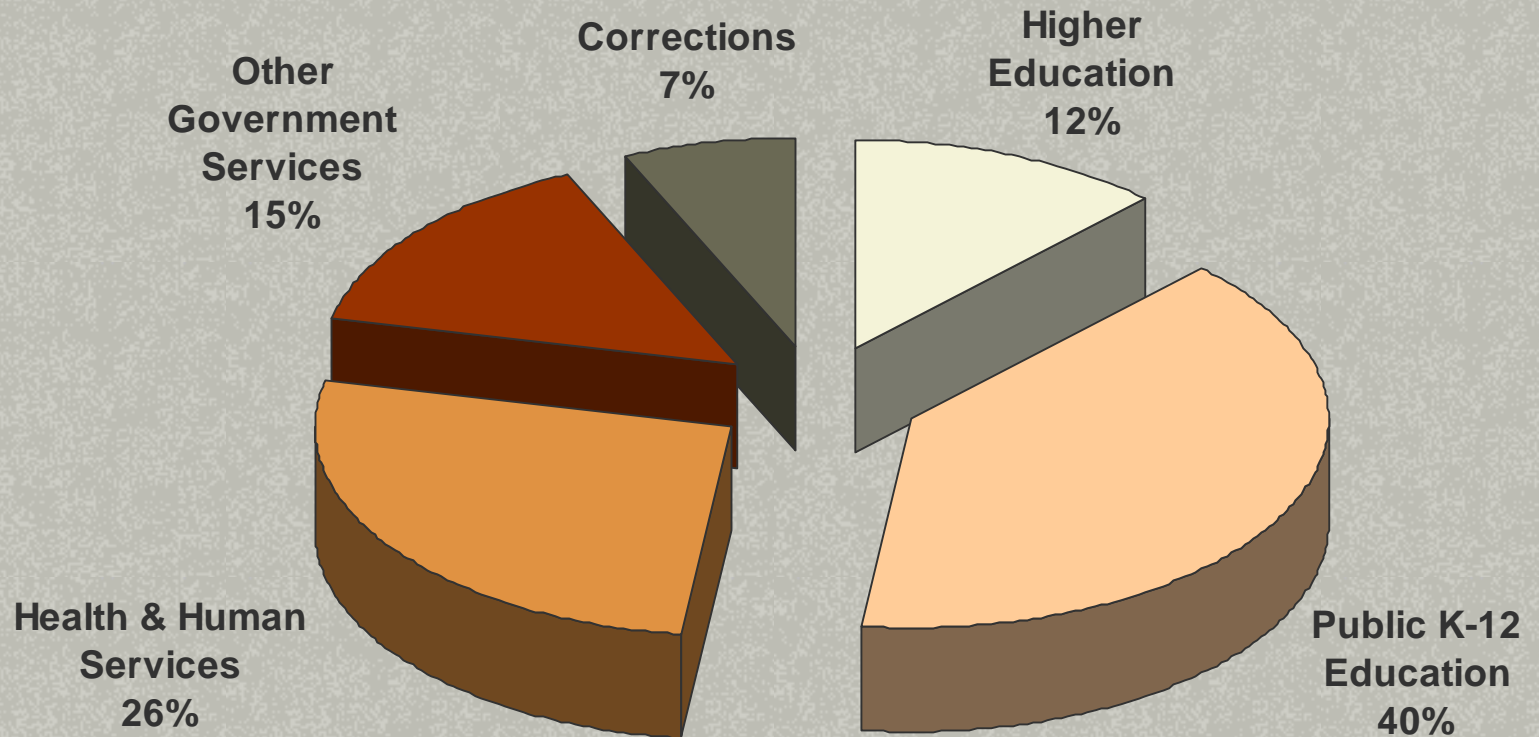




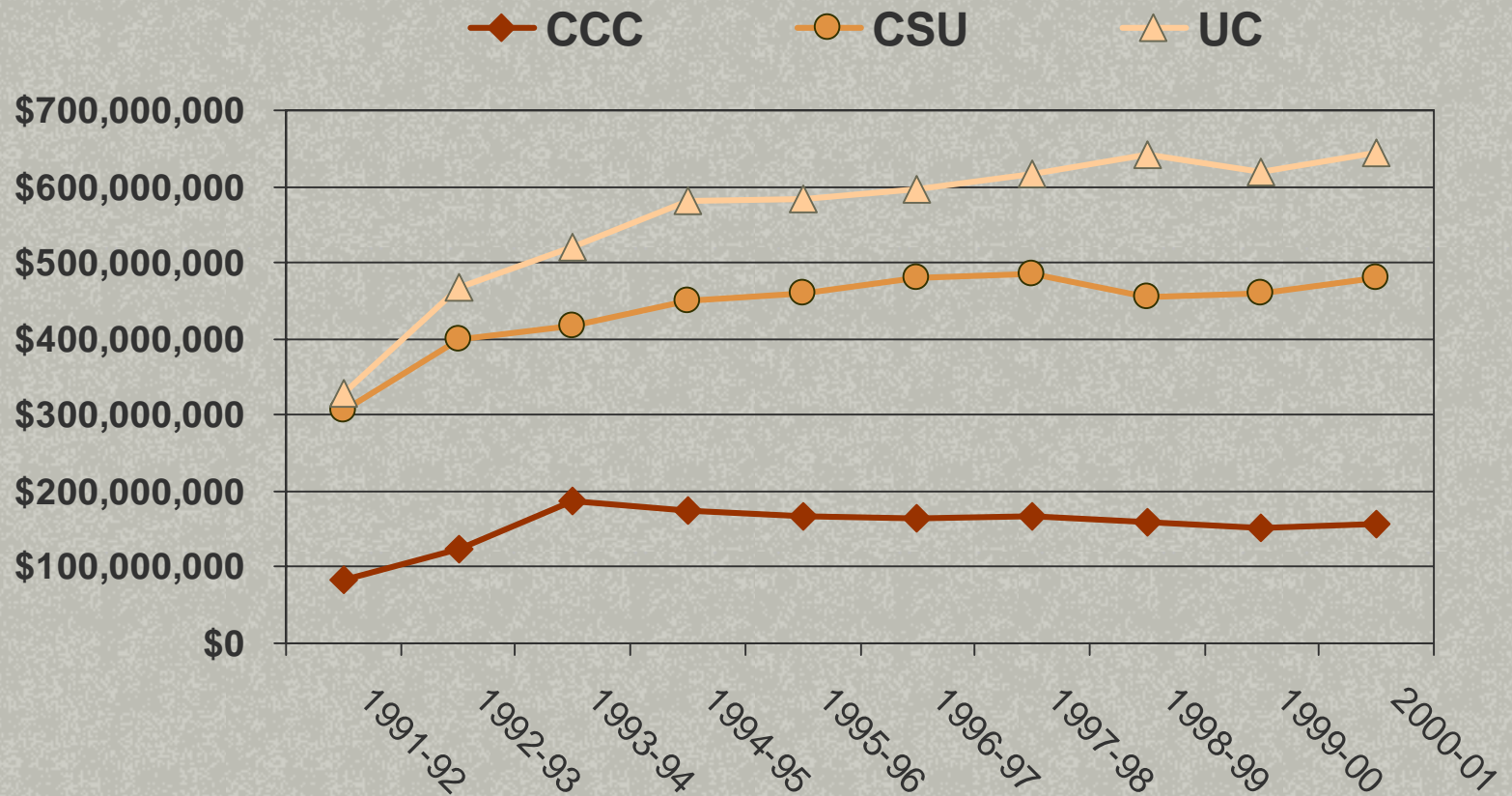
# **California Higher Education Finance**



# California 2000-01 General Fund Appropriations by Budget Area

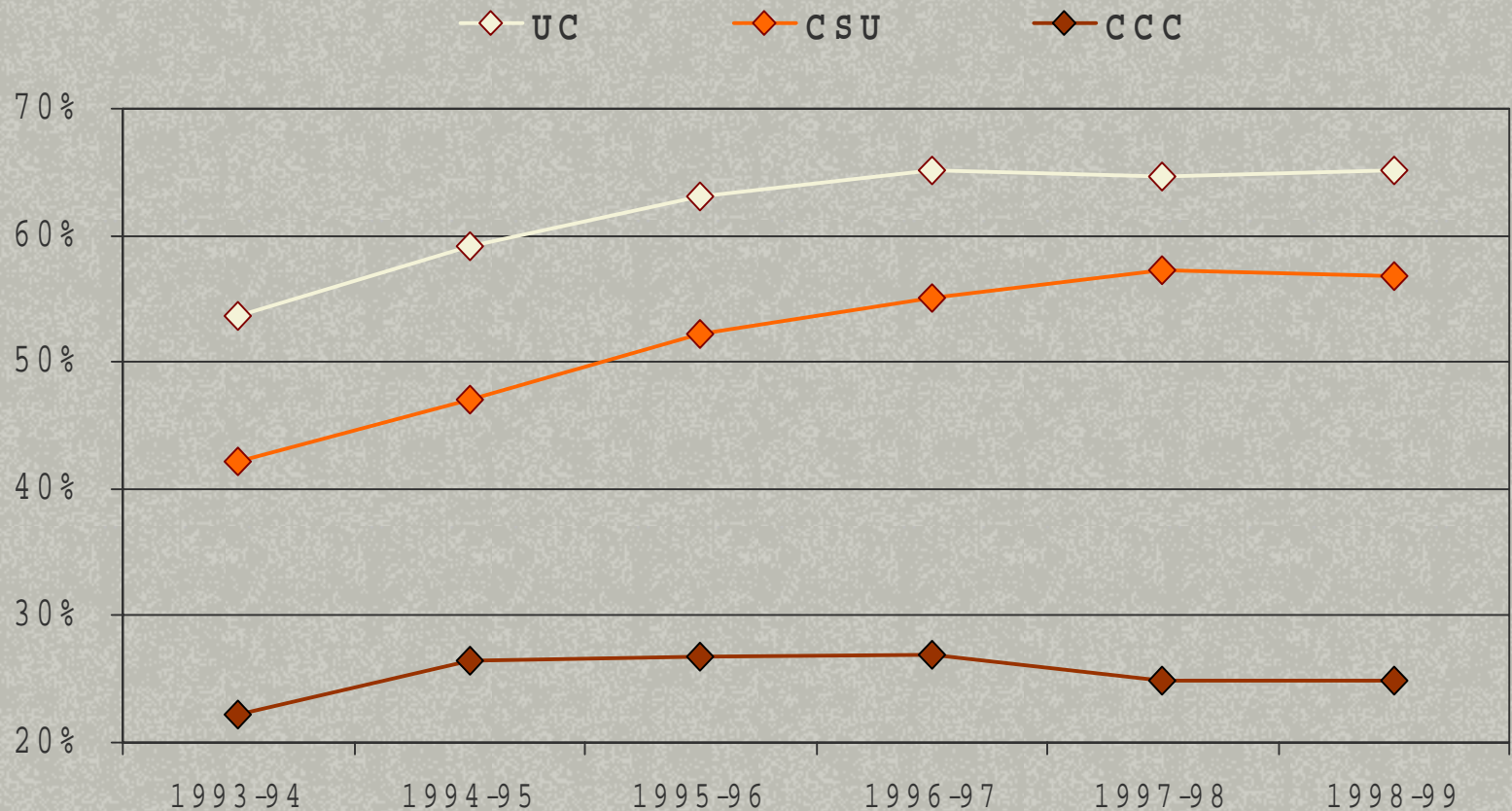


# Systemwide Student Fee Revenues, 1991-92 to 2000-01





# Financial Aid Recipients as a Proportion of Undergraduate Enrollment, 1993-94 to 1998-99





# Data Sources

- Census 2000 data
- CPEC's Student Profiles and Performance Indicators reports
- Current Population Survey, March 2000
- Demographic Research Unit, California Department of Finance
- Shaping the Future, The Economic Impact of public Universities, August 2001
- The Chronicle of Higher Education, Almanac Issue, August 2001

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# Appendix C

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November 5, 2001

## **Expanding CSU/UC Joint Ed.D. Programs to Meet California's Educational Leadership Needs**

**Summary:** CSU and UC will jointly create an expedited mechanism to establish new joint Doctorates in Education (Ed.D.s) to meet California's need for skilled leaders in K-12 schools and community colleges. A Joint CSU/UC Ed.D. Board will be created to solicit, develop, fund, and expedite proposals for joint Ed.D. programs that build on the mutual strengths of CSU and UC campuses.

In addition, a joint CSU/UC regional assessment process will ensure that the educational leadership needs of K-12 and community colleges are matched with resources at CSU and UC, including joint CSU/UC programs.

**Key principle:** CSU and UC will be co-equal partners in the development and implementation of joint Ed.D. programs.

### **Proposal specifics:**

#### **A. New Mechanism to Establish CSU/UC Joint Ed.D. Programs**

1. The Joint CSU/UC Ed.D. Board. The Joint Ed.D. Board will be co-chaired by the chief academic officers of each system and have an equal number of members from CSU and UC. In addition to the chief academic officers of each system, there will be four members from CSU appointed by the CSU Chancellor and four members from UC appointed by the UC President. The UC members will include one member designated by the Chair of the Academic Council in order to enhance coordination between the Joint Ed.D. Board and the UC Academic Council. The board will meet four to six times per year during the first two years and at least twice a year thereafter. It will have its own dedicated staff.

The Board will specify characteristics and requirements that will assure parity in the development, implementation and subsequent evaluation of new joint Ed.D. programs. It also will devise a mechanism to evaluate the entire Joint Ed.D. program after five years.

2. Start-up Funds. The Joint Ed.D. Board will allocate new resources to fund the development of joint Ed.D. programs. UC and CSU will each devote \$2 million for this purpose over the first two years, with the expectation that they will eventually jointly seek state funding for this effort.
3. Enrollment Targets. Enrollment targets for new joint Ed.D. programs will be established by the Joint Ed.D. Board, which will consider regional needs and regional enrollment targets.
4. Permanent Funds. The permanent enrollment funding for new CSU/UC joint Ed.D. programs will be allocated to CSU and UC campuses on a workload basis at the per



student marginal funding level provided to UC by the State. Therefore, enrollment in these programs will be counted as UC enrollment. Fees will be at the UC rate and will be apportioned in similar fashion. This will provide CSU a funding level for these programs greater than for its other programs.

5. Expedited Solicitation of Proposals. Using dedicated funds, the Joint Ed.D. Board will actively solicit proposals for new CSU/UC joint Ed.D. programs that meet identified needs, including regional needs. Funding will be provided to expedite implementation of approved proposals. If insufficient proposals are received, the Joint Ed.D. Board will be empowered to recommend the creation of new programs and ensure that CSU and/or UC faculty will be hired to create those programs.
6. Expedited Approval for Joint Ed.D. Degrees. The Joint Ed.D. Board will coordinate the academic program approval process for new joint Ed.D. programs. Both institutions will work to establish an expedited review process that will be advised by a CSU/UC advisory group.
7. Faculty Graduate Groups. In order to reinforce the co-equal status of CSU and UC campuses in these programs, each joint Ed.D. program will have a faculty graduate group consisting of CSU and UC faculty involved in the program. Following the JDPEL model in Fresno, UC and CSU departments will have the option of hiring faculty with specific responsibilities to the joint Ed.D. programs. Workload for the program will be shared by CSU and UC faculty as detailed in the joint proposals, but in principle each partner (CSU and UC) shall carry no less than 25 percent of the instructional responsibilities and other workload.
8. Existing Programs. These provisions will apply to existing joint Ed.D. programs as well.

#### **B. Joint Regional Needs Assessment**

Recognizing that Ed.D. programs meet only part of the need for training of education leaders, UC and CSU will jointly begin a process of consulting regionally with K-12 and community college leaders to assess local schools and colleges' needs for post-baccalaureate programs in education at UC and CSU. The goal of these regional meetings will be to develop a comprehensive plan to best match regional K-12 and community colleges needs with various UC and CSU resources and to identify areas of additional need that can be met by new programs (including joint Ed.D. programs).

Regions with identified needs will be served. UC and CSU will work together through the Joint Ed.D. Board to develop the best ways of accomplishing this goal.